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## ABSTRACT

The purpose of this resource guide is to identify and describe teaching, training, and staff development materials that meet three basic criteria: they are good, they are readily available, and they are inexpensive. These resources may assist educators, trainers, supervisors, and other personnel preparation decision makers in designing quality preservice and inservice experiences. The guide is divided into two sections: materials on instructional content and materials on the instructional process. The instructional content section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in 14 key early childhood/early intervention content areas. These include: assistive technology, diversity, early care and development, evaluation/assessment, family-professional collaboration, Individualized Family Service Plans/Individualized Education Programs, inclusion, interagency collaboration, legislation, service coordination, specific populations, state planning and resource development, teams, and transitions. The instructional process section describes resources to enrich the design of quality personnel preparation efforts including family participation materials, and personnel preparation and development materials. Each section includes primary and supplemental resources and includes information on the content of the materials, date, medium, and cost. Appendices include a list of sources for the materials, an author index, and a title index. (SG)

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Compiled and previewed by

Camille Catlett

Pamela J. Winton

ED 462 793

# Resource 10th edition

# Guide Selected Early Childhood / Early Intervention Training Materials

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# Resource Guide

Selected

Early Childhood/

Early Intervention

Training Materials

10th edition

2001

Compiled and Previewed by

Camille Catlett

Pamela J. Winton

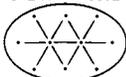


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NEW IN THE



10TH EDITION

This symbol designates items that are new to the 10th edition.



This symbol designates items that have been reviewed for cultural and linguistic appropriateness by the CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute. Reviews are available at <http://clas.uiuc.edu/search.html>

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# Introduction:

## How to Use the *Resource Guide*

The purpose of the *Resource Guide* is to identify and describe teaching, training, and staff development materials that meet three basic criteria: they are good, they are readily available, and they are inexpensive. These resources may assist educators, trainers, supervisors, and other personnel preparation decisionmakers in designing quality preservice and inservice experiences.

### What's in the *Resource Guide*?

The *Resource Guide* is divided into two sections: materials on instructional content and materials on instructional process. A list of topics and information covered in each of these sections follows.

### Instructional Content

This section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in fourteen key early childhood/early intervention content areas:

- Assistive Technology – resources for sharing information about the use of assistive technology with young children
- Diversity – materials to support cultural and linguistic diversity in all aspects of personnel preparation and service delivery. This includes resources to encourage the recruitment and support of diverse individuals, facilitate the appreciation of individual differences in ourselves and others, promote the infusion of diversity throughout coursework and practical experiences, and foster collaboration with diverse community partners
- Early Care and Development – materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion
- Evaluation/Assessment – resources for training others in gathering and sharing child and family information
- Family-Professional Collaboration – materials for assisting individuals and programs in movement toward family-centered practices and effective collaboration
- IFSP/IEP – resources for sharing information and promoting understanding of the IFSP and IEP processes
- Inclusion – materials for promoting quality environments that support the development of all young children
- Interagency Collaboration – information and activities to foster productive collaborative efforts that support young children and families

## Introduction

- Legislation** – materials for sharing information about federal legislation and policies that affect young children and families
- Service Coordination** – materials for teaching about case management and service coordination
- Specific Populations** – instructional resources targeted to specific audiences including medical personnel, paraprofessionals and personnel who serve parents with special needs (e.g., mental retardation) and infants, toddlers and young children with specific conditions (e.g., prenatal exposure to drugs, prematurity, deafness/hard-of-hearing)
- State Planning and Resource Development** – resources to assist states in setting up structures to support and link the components of personnel development (recruitment, preparation, qualification, support and retention)
  - Teams** – materials for promoting teamwork
- Transitions** – materials for sharing information about the transitions in early childhood/early intervention made by young children and families

## Instructional Process

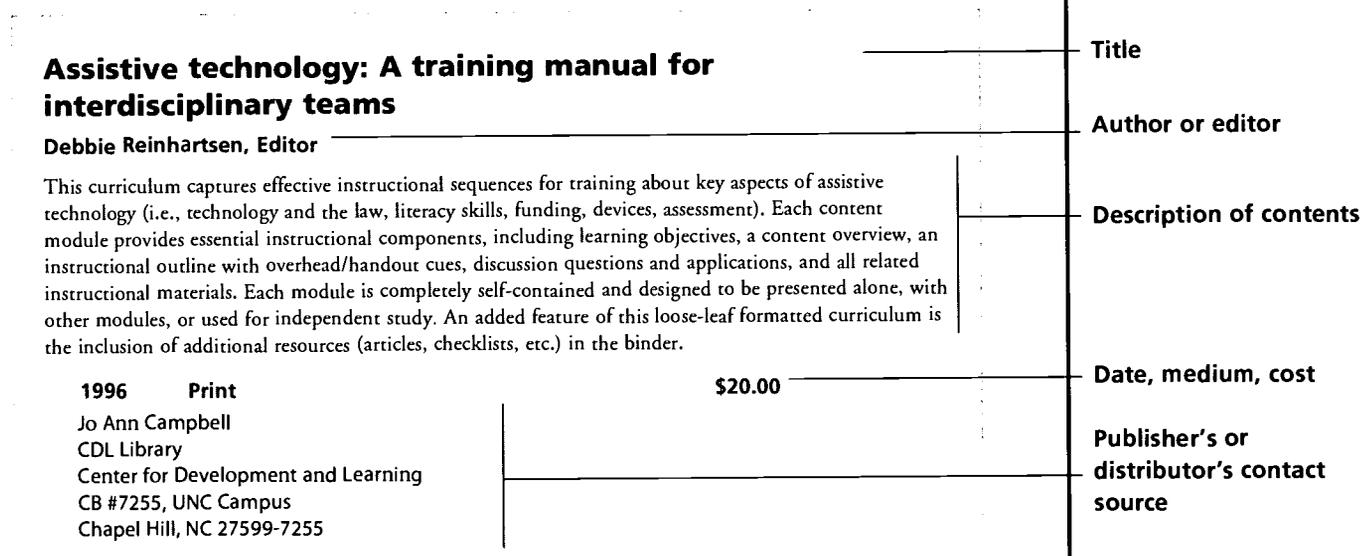
This section describes resources to enrich the design of quality personnel preparation efforts, including:

- Family Participation** – materials to stimulate and support the involvement of family members in different roles of early childhood intervention, including leadership, advocacy, personnel preparation, and program design and development
- Personnel Preparation and Development** – information on models (mentoring, consultation) and methods (instructional approaches, case method, team-based approaches) for supporting preservice education, inservice training, and ongoing staff development

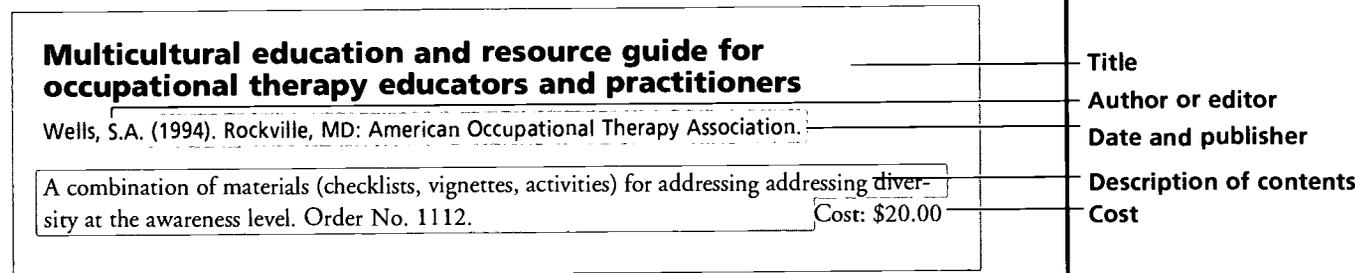
## How is the *Resource Guide* Organized?

Each section includes the descriptions of two kinds of materials, namely, *Primary resources* and *Supplemental resources*.

*Primary resources* typically are items that are intended for instructional use and lend themselves without adaptation. The description of each item includes the title, author(s), publication date, format (e.g., print, video, audiotape), a brief description of the content, the level of impact, publisher or source, and cost (if any). See diagram below.



*Supplemental resources* are items that might be useful as activities, checklists, vignettes, handouts, readings, or bibliographic entries. They are described in less detail than items in the Primary Resources. The description of each item includes the title, author(s), source (publisher or distributor), and cost (see diagram below). For the full address and telephone number of any Supplemental resource, please refer to the Source List, which begins on page 113 of this book.



## Appendixes

The *Source List* includes publishers and producers for the Supplemental Resources materials described in the *Resource Guide*. Each entry includes the name of the group, agency, department, institution, or publisher, its affiliate institution (where appropriate), mailing address, the name of a contact person (where available), telephone number, fax number, and Email and web addresses (where appropriate).

The *Title Index* lists all books and materials in this volume.

The *Author Index* lists all the authors and editors (including institutions) of materials in this volume.

### Online access

The *Resource Guide* is available online as a PDF file at the Frank Porter Graham Child Development Center web site at this URL:

[www.fpg.unc.edu/Publications/Rguide/rguide.pdf](http://www.fpg.unc.edu/Publications/Rguide/rguide.pdf)

This PDF file can be read by using Adobe Acrobat Reader. If you do not have the Reader program, you may download it for free from the website. You will be able to read, print, or search the *Resource Guide*.

### Features of the 10th edition:



This symbol in the margin indicates entries that are new to the 10th edition of the *Resource Guide*.



This symbol in the margin designates items that have been reviewed for the cultural and linguistic sensitivity as part of the CLAS (Culturally and Linguistically Appropriate Service) Early Childhood Research Institute. Each review provides information about the strengths, limitations, and potential uses for personnel preparation of the material. The home page for CLAS is <http://clas.uiuc.edu>. Reviews of materials may be found by title or by author at <http://clas.uiuc.edu/resource.html>.

The wide margins have been designed for taking notes about individual entries.

Please note that the *Resource Guide* is not intended to be a comprehensive document. Instead, this collection represents material the compilers have used, currently use and will continue to use until we discover even better materials in this very dynamic field. Your help in facilitating those discoveries will be greatly appreciated!

From time to time, books go out of print, telephone numbers and Email addresses change, the publisher's contact person moves on, or other things change. If you find any information in this book that is out of date, please contact us so we can update our files. Thank you.





10TH EDITION



## **Supplemental Resources**

### **AT Quick Guides**

JFK Partners, University of Colorado Health Sciences Center. (2000). Denver: Author.

The AT Quick Guides provide brief overviews of when and how assistive technology (AT) might be beneficial for a child who has developmental delays, along with developmental considerations and additional resources. Areas covered include communication, adaptive skills and cognition, fine motor, gross motor, self-help, and sensory development. All materials may be freely copied. Cost: Free.

The *AT Quick Guides* are also available online at <http://jfkpartners.org/PUBLICATIONS.asp>

### **Baby power: A guide for families for using assistive technology with their infants and toddlers**

Pierce, P. (Ed.). (1994). Raleigh, NC: North Carolina Department of Health and Human Services, Division of Early Intervention and Education.

This guide compiles suggestions and guidelines for using assistive technology to help families with different aspects of their baby's life. Each chapter includes basic information on "nuts and bolts," strategies to try, sample IFSP goals, things to consider as a child "transitions" into new programs, and helpful resources.

Cost: Free. Call (919) 715-7500, ext. 233 for a copy

### **Freedom of speech**

West Virginia Documentary Consortium & Spectra Media, Inc. (1997). South Charleston, WV: Author.

This is a 30-minute, closed-captioned video about the capacity of technology to assist individuals with disabilities in achieving their potential. Using stories from two families, this tape delivers powerful messages about concerns, priorities, resources and aspirations from parent and consumer perspectives.

Cost: \$56.00 includes postage

### **Kids included through technology are enriched: A guidebook for teachers of young children**

PACER Center. (1997). Minneapolis, MN: Author.

This 128-page book with full-color illustrations suggests practical strategies for integrating computers, communication aids, and other devices to help children with disabilities at school and at home. Resource lists as well as reproducible forms and questionnaires will help both parents and professionals choose and use technology effectively.

Cost: \$15.00

### **Welcome to my preschool! Communicating with technology**

National Center to Improve Practice, Education Development Center, Inc. (1994). Newton, MA: Author.

This 14-minute, closed-captioned tape visits an integrated preschool classroom where students with disabilities have full access to the curriculum through the use of high and low technology tools. In voice-overs, the teacher discusses specific challenges, the technologies that have been selected to address the challenges, and the benefits. Stock #4596.

Cost: \$29.99

### **Young children and technology**

PACER Center. (1997). Minneapolis, MN: Author.

This 14-minute, closed captioned video shows how assistive technology can benefit young children with disabilities. Various devices are demonstrated in home and preschool settings, and strategies for infusing assistive technology in IFSPs and IEPs are offered.

Cost: \$35.00. It can also be rented directly from PACER for \$10.00

# Diversity

This section includes materials to support cultural and linguistic diversity in all aspects of personnel preparation and service delivery. This includes resources to encourage the recruitment and support of diverse individuals, facilitate the appreciation of individual differences in ourselves and others, promote the infusion of diversity throughout coursework and practical experiences and foster collaboration with diverse community partners.

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## Primary Resources

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### **Anti-bias curriculum: Tools for empowering young children**

Louise Derman-Sparks and the A.B.C. Task Force

This book provides a comfortable framework for programs to use in creating an anti-bias environment for young children, including a self-education guide for introducing the curriculum into an existing program. Chapters deal with a variety of issues in the area of inclusion, including racial differences and similarities, cultural differences and similarities, learning about disabilities, learning about gender identity, learning to resist stereotyping and discriminatory behavior, and activism. Developmental tasks and guidelines, worksheets, activities and resources are provided.

**1989 Print**

**\$9.00 plus postage & handling.**

**Order No. 242**

National Association for the Education of Young Children (NAEYC)

1509 16th Street, NW

Washington, DC 20036

Phone (202) 328-8777 ext. 2001 or (800) 424-2460 ext. 2001 Fax (202) 328-1846

Email: [resource\\_sales@naeyc.org](mailto:resource_sales@naeyc.org) Web: <http://www.naeyc.org/>



### **Dealing with differences: A training manual for young people and adults on intergroup relations, diversity, and multicultural education**

Marion O'Malley & Tiffany Davis

This manual is designed for individuals who are interested in facilitating workshops, classes and training sessions on understanding diversity, promoting multicultural education and improving intergroup relations. Information is provided for trainers of varying skill levels, including introductory sections with tips on designing and facilitating training (novice) and conceptual frameworks for further exploration (advanced). The manual includes lots of ideas for organization of training, instructional approaches, dividing groups, providing feedback and planning next steps. Each activity includes goals, materials, procedures and trainers notes, along with reproducible overheads and handouts.

**1994 Print**

**\$75.00**

Crossroads Communications

P.O. Box 343

Efland, NC 27243

Phone and fax: (919) 563-1223

Email: [crossroads4@mindspring.com](mailto:crossroads4@mindspring.com)





**Developing cultural competence in early childhood assessment**

**Susan M. Moore, Janet Beatty, & Clara Pérez-Méndez**

These training materials were developed to respond to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse linguistic and cultural backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. Two unique tools (*Cultural Competence Team Self-Reflection Tool* and *Personal Values Self-Reflection Tool*) could be very useful in facilitating the movement of trainees from awareness to application of cultural knowledge.

**1995 Print \$10.00**

Chad Koffman  
 Department of Speech, Language, and Hearing Science  
 University of Colorado at Boulder  
 Box 499/409  
 Boulder, CO 80309  
 Phone (303) 492-3066

**Diversity**

**Janet Gonzalez-Mena**



A series of four videotapes designed to help individuals working with young children and their families to integrate culturally responsive caregiving with developmentally appropriate practices and a set of thought-provoking discussion questions comprise this remarkable set of materials. The tapes (*Diversity, Independence and Individuality; Diversity: Contrasting Perspectives; Diversity and Communication; and Diversity and Conflict Management*) display a multiethnic group of practitioners and family members struggling over differences that arise from culturally driven views on caring for children. Preservice instructors, inservice trainers, or individuals with staff development responsibilities could use these materials to uncover pre-conceived notions, provide exposure to other viewpoints within a non-judgmental manner, and offer approaches to conflict resolution, all in a safe context.

**1996 Video with accompanying print manual \$89.95 per video (includes manual)  
 \$295.00 for all 4 videos  
 30-day free evaluation is available**

Magna Systems  
 101 N. Virginia St., Ste. 105  
 Crystal Lake, IL 60014-9800  
 Phone (800) 203-7060 Fax: (815) 459-4280  
 Email: magnasys@ix.netcom.com Web: <http://www.webering.com/magna/index.htm>

**Essential connections: Ten keys to culturally sensitive child care**

**Center for Child & Family Studies**



This 36-minute videotape does a sensitive, effective job of illustrating principles for creating culturally sensitive child care environments. It is accompanied by a "magazine" which offers additional text about the ten areas (Provide cultural consistency, Work toward representative staffing, etc.) discussed. Each area could provide the basis for discussion and strategizing about program-specific applications. Part of the *Culture, Families, and Providers* module described on page 10.

**1993 Videotape with accompanying magazine. \$65.00 per packet  
 Materials are also available in Chinese & Spanish. (videotape and magazine)**

Bureau of Publications  
 Sales Unit Order No. 105b  
 California Department of Education  
 P.O. Box 271  
 Sacramento, CA 95802-0271  
 Phone (916) 445-1260, (800) 995-4099 Fax: (916) 323-0823  
 Email: [jblack@cde.ca.gov](mailto:jblack@cde.ca.gov) Web: <http://www.cde.ca.gov/cdepress/>

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## Infusing cultural competence in early childhood programs

Nona Flynn, Eva Thorp, Kyppee Evans, & Cherie Takemoto, Editors

This publication, developed through a collaborative project between The Helen A. Keller Center for Human disAbilities at George Mason University and The Parent Educational Advocacy Training Center, includes a participant's notebook and trainer's manual for Multicultural Early Childhood Team Training, an inservice training model promoting parent/professional collaboration in early childhood settings. The materials have been used to prepare parents and professional teams to improve services to diverse families of young children with special needs. While targeting programs that serve families who represent multiple cultural and linguistic communities, there is a focus on cultural awareness, sensitivity, and competence. This compilation of eleven training modules includes objectives, teaching activities, and readings. The notebook is supported by a trainer's manual which provides easy to follow, step-by-step notes for instruction. The cross-cutting themes throughout are family centered practice, parent and professionals partnership, cultural competence, and systematic problem solving to promote program change.

**1998 Print \$150.00**

Multicultural Early Childhood Team Training  
Attention: Anna Wickline, Publication Specialist  
George Mason University  
Helen A. Keller Center for Human disAbilities  
4400 University Drive, (1F2)  
Fairfax, VA 22030-4444  
Phone (703) 993-2666 (bookstore)

## Project CRAFT (Culturally responsive family-focused training)

Deborah Chen & Linda Brekken

These materials were developed as part of a 15-hour sequence of instruction designed to improve the quality of early intervention services provided to young children and their families from diverse cultures. A videotape and accompanying print materials address seven topics: stereotypes and the media; cultural diversity; family values; building relationships; communication; communication and language acquisition; and the NICU. Each topic area includes a video segment, a highlighted quote, key points, discussion questions, trainer notes, and handouts. Because of the organization of the materials, they lend themselves to use in preservice or inservice settings.

**1997 Video with accompanying print materials \$74.95**

Paul H. Brookes Publishing Co.  
P.O. Box 10624  
Baltimore, MD 21285-0624  
Phone (800) 638-3775 Fax (410) 337-8539  
Email: [custserv@brookespublishing.com](mailto:custserv@brookespublishing.com) Web: <http://www.pbrookes.com>



## Understanding family uniqueness through cultural diversity

Margarita Luera

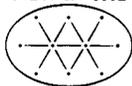
The Project Tá-kos approach to training cultural sensitivity to diversity is based on each participant identifying their own unique culture beginning with their family of origin's culture. The materials are designed to be used as a four workshop sequence: "Self-awareness," "Cultural Exclusiveness," and "Consciousness Raising" are completed in the first workshop; "Heightened Awareness" in the second workshop; "Overemphasis" in the third workshop; and "Integration and Balance" in the fourth and final workshop. Each component builds on the previous component. The user's guide specifies that while someone facilitating a workshop with these materials does not need to be a cultural expert, they must be very familiar with the materials.

**1994 Print \$85.00**

Alta Mira Specialized Family Services, Inc.  
1605 Carlisle NE  
Albuquerque, NM 87194-70410  
Phone (505) 262-0801 Fax: (505) 262-0845

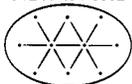


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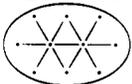
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### **Alike and different: Exploring our humanity with young children**

Neugebauer, B. (Ed.) (1992). Redmond, WA: Child Care Information Exchange.

Use this book to explore, with children or adults, the unique qualities that make us individuals. Consideration is given to differences of physical and intellectual ability, economic situation, cultural heritage, gender and age.

Cost: \$8.00

### **Amazing grace: The lives of children and the conscience of a nation**

Kozol, J. (1996). New York: Harper/Collins Publishers, Inc.

Contradicting popular social research that often blames the poor for being poor, this book confronts poverty face-to-face and fearlessly recognizes the immoral way in which "the wealthiest country in the world treats her children." The author takes you on a personal tour of the Bronx, in New York, introduces you to people whose lives are more destitute than you can imagine, and forces you to take a long hard look at your own values. This book is an excellent narrative for those working in poverty-stricken urban areas that reflect complex social problems including drugs, prostitution and unemployment. It gives insight to the effects of such poverty on child development and can be an invaluable resource for preservice training in social work, psychology, education, or any related field. Cost: \$14.00

### **And don't call me a racist!**

Mazel, E. (Ed.) (1998). Lexington, MA: Argonaut Press.

This book is a treasury of quotes on the past, present and future of the color line in America, and it provides one of the most concise, comprehensive, and inclusive collections of quotes on race ever to be published! The range of thinking on the color line from the inception of the United States to the present offers the reader a powerful and accessible history of race in America.

Cost: Free. *Note:* Single copies are not available. Only shipped in cartons of 36.

### **Assessing and fostering the development of a first and a second language in early childhood: Training manual**

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

This manual is designed to help train students, staff, and parents who work with young children to assess and foster language development in children from many ethnic backgrounds. Within the context of a preschool program, team members demonstrate and describe a 6-step sequence through which they gather information, engage the participation of family members, and adjust curriculum to support young language learners. It is designed to be used with a companion resource guide (*Assessing the Development of a First and a Second Language in Early Childhood: Resource Guide*) and video (*Observing Preschoolers: Assessing First and Second Language Development*). Also provided are masters for overheads, handouts, and evaluation forms.

Cost: Training Manual (\$19.00); Resource Guide: (\$10.75); Video (\$12.00)

### **Barnaga: A simulation game on cultural clashes**

Thiagarajan, S. & Steinwachs, B. (1990). Yarmouth, ME: Intercultural Press.

A card game designed to help participants experience the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things. Run in a relatively short time, Barnaga can facilitate discoveries and discussions about how to reconcile those differences in order to function in a cross-cultural relationship or group.

Cost: \$22.95

### Building bridges with multicultural picture books for children 3–5

Beatty, J.J. (1997). Upper Saddle River, NJ: Prentice-Hall, Inc.

This book offers strategies for acquainting teachers and children with multicultural book characters as a strategy for helping them to relate to and accept the real multicultural people they meet. This resource offers suggestions for choosing books, leading children into book extension activities featuring multicultural characters, and developing multicultural curricula. Cost: \$39.00

### Building cultural reciprocity with families: Case studies in special education

Harry, B., Kalyanpur, M., & Day, M. (1999). Baltimore: Paul Brookes.

This monograph takes readers into the lives of eight families of children (preschool–high school) with disabilities. Each is unique in its culture, configuration and priorities. The cases and accompanying questions can be used to strengthen interactions between families, caregivers, and professionals with regard to the cultural values and beliefs that form families' goals for their children and conflicts between individual beliefs and the culture of special education. Cost: \$30.00

### Building support for better schools: Seven steps to engaging hard-to-reach communities

Southwest Educational Development Laboratory (SEDL). (2000). Austin, TX: SEDL.

This practical guide is designed for educators, civic leaders, and community organizers interested in involving traditionally hard-to-reach communities. It offers advice on getting to know your community, identifying issues important to the community and designating and training facilitators. Available in Spanish. Cost: \$10.00. Download at no charge at <http://www.sedl.org/pubs/family27/>

### A casebook for exploring diversity in K–12 classrooms

Redman, G. (1999). Upper Saddle River, NJ: Merrill.

This 2-part set (text casebook and instructor's manual) is designed for use in courses in which the goals reflect concern for cultural diversity. Brief teaching cases of real classroom situations include issues or challenges related to diversity. Socioeconomic status, ethnicity, religion, and sexual orientation are just a few of the thought-provoking topics covered in this book. Key concepts, reflection questions and learning extensions are included with each case, as well as information on writing new cases. Many of the issues raised can also be relevant in early childhood/early intervention coursework. Cost: \$23.00

### Celebrating diversity: Approaching families through their food

Eliades, D.C., & Sutor, C.W. (1998). (2ND ed.). Arlington, VA: National Maternal and Child Health Clearinghouse.

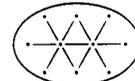
This monograph has lots of good information and good ideas for promoting the capacity of providers to communicate more effectively with a diverse clientele. "Strategies in action" describe challenging situations that could be used as vignettes in training. This resource may be freely copied. Cost: \$10.00

### The children are watching: How the media teach about diversity

Cortés, C.E. (2000). New York: Teachers College Press.

This book is for all who are invested in educating young children about human diversity. This powerful resource demonstrates how media are shaping the way children think about themselves and the people around them. The book is divided into four sections that include accounts from personal life experiences, the concept of "societal curriculum," mass media, and media in the schools. Rich examples related to teaching and education make this a worthwhile instructional resource. Cost: \$22.95

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**CLAS Technical Reports**

CLAS (Culturally and Linguistically Appropriate Services). Early Childhood Research Institute. (ongoing). Champaign, IL: Author.

Looking for ways to infuse diversity throughout your teaching or training? The *Technical Report* series from CLAS may be just what you're looking for. Each paper examines the extent to which effective practices, identified by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), are represented in the delivery of early intervention services to families and young children (from birth to age 5) who come from diverse cultural and linguistic groups. Each technical report includes a review of the literature, annotated bibliographies, and a list of available resources from the CLAS web site. The Technical Reports are ideal for inservice and preservice early childhood personnel, and could be useful in college classroom curricula, workshops or ongoing research in the field.

Cost: \$7.50 each for print copies.

Available online at <http://clas.uiuc.edu/techreports.html>.



**A class divided**

PBS Video. (1997). Alexandria, VA: PBS Video.

In 1970, a public school teacher in Riceville, Iowa divided her all-white, all-Christian third-graders into blue- and brown-eyed groups for a lesson in discrimination. On successive days, each group was treated as inferior and subjected to discrimination. This 60-minute video shows the reunion of the teacher and class after 15 years to relate the enduring effects of their lesson. If investigating the long-term effects of stereotyping in schools and exploring new approaches to improving classroom relationships is your instructional goal, you'll appreciate this tape. It pairs effectively with *Eye of the Storm* (reviewed below), which chronicles the initial experiences of the teacher and students, and the book, *A Class Divided: Then and Now* (review follows).

Cost: \$200.00

**A class divided: Then and now**

Peters, W. (1987). New Haven, CT: Yale University Press.

Continues the story begun in *Eye of the Storm* (reviewed on page 12) of how a public school teacher in Riceville, Iowa divided her all-white, all-Christian third-graders into blue- and brown-eyed groups for a lesson in discrimination. On successive days, each group was treated as inferior and subjected to discrimination. This book describes the 1985 reunion of the students and their teacher and chronicles the profound and enduring effect on the students' lives and attitudes.

Cost: \$14.95

**Classroom diversity: Connecting curriculum to students' lives**

McIntyre, E., Rosebery, A., & González, N. (Eds.) (2001). Portsmouth, NH: Heinemann.

This book illustrates how diverse classroom curricula are the keys to helping students achieve. *Classroom Diversity* takes a sociocultural approach for linking students' lives with curriculum and offers specific strategies from teachers who have done this successfully. Diversity examples go beyond ethnicity, language, and country of origin to consider issues like how to contextualize learning for rural white students of Appalachian descent. The classrooms described in this book use students' household-based funds of knowledge as resources for school-based funds of knowledge. The book provides real life strategies for teachers of all races to encourage academic achievement in children of all races.

Cost: \$19.00

**Con respeto: Bridging the distances between culturally diverse families and schools**

Valdés, G. (1996). New York: Teachers College Press.

This book is a must-read for those who work closely with Mexican families living in America. Valdés explains in full detail, with the use of personal stories, the gripping realities of building a new life and raising children in a foreign land. The book explores Mexican family values and the impact that American culture has on them. Readers will come to understand some of the typical reasons for school failure in Mexican children, the often misunderstood reasons for lack of family involvement in education, and the complexities of fighting the daily battle of living in America.

Cost: \$23.95

### Conversations for three: Communicating through interpreters

Chen, D., Chan, S., & Brekken, L. (2000). Baltimore: Paul Brookes.

This video features effective strategies for service providers (who depend on interpreters to communicate with families) and interpreters to promote sensitive and effective communication. Guidance from interpreters with significant experience is also provided. An accompanying guide includes instructional objectives, key terms, notes, questions, activities, and handouts. Cost: \$74.95



### Cross-cultural dialogues: 74 brief encounters with cultural difference

Storti, C. (1994). Yarmouth, ME: Intercultural Press, Inc.

This book is a collection of brief conversations (4–8 lines) between an American and someone from another country and culture. Each dialogue has buried within it examples or breaches of cultural norms that may occur in different settings; many would be suitable for use in training to explore cultural differences. Cost: \$16.95

### Cultural and linguistic diversity and IDEA: An evaluation resource guide

Center for Innovation in Special Education (CISE). (1999). Columbia, MO: Author.

In response to Missouri's growing cultural and linguistic diversity, this publication addresses key cultural considerations in evaluation and assessment. Nice resource sections range from professional organizations to home language surveys in eight languages.

Cost: Free

Copies are available for loan (LP 12278) from the Center for Innovations in Special Education. The document is also available on the web at <http://tiger.coe.missouri.edu/~mocise/> under the publications section.



### Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five

Anderson, M., & Goldberg, P. (1991, December). Minneapolis, MN: PACER Center.

This paper examines issues related to the screening and evaluation of young children from various cultural and linguistic backgrounds. Cost: \$4.00



### Cultural competence self-assessment questionnaire: A manual for users

Mason, J.L. (1995). Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.

An instrument to assist child and family-serving programs and agencies to identify cross-cultural strengths and areas in which change may be needed. Practical considerations, such as creating a positive environment in which to identify areas for change and implications for training, are also addressed. Cost: \$8.00



### Culturally responsive teaching: Theory, research & practice

Gay, G. (2000). New York: Teachers College Press.

The author of this thought-provoking book challenges educators to change their teaching patterns in order to better meet the needs of culturally and linguistically diverse students. *Culturally Responsive Teaching* brings together research, theory and practice and weaves them together, offering strategies for incorporating children's culture in the classroom as a support to academic achievement. This book also offers suggestions for reversing the under-achievement of students of color. Cost: \$24.59



**Culture and the clinical encounter:  
An intercultural sensitizer for the health professions**

Gropper, R.C. (1996). Yarmouth, MA: Intercultural Press, Inc.

This monograph presents a series of critical incidents in which communication between a health professional and a patient or client breaks down due to a lack of knowledge about cultural differences. Four possible explanations are offered; information on best choices is presented in a separate section. The incidents could be used as part of preservice or inservice training, but would also be well-suited to self study. Stock No. P-382. Cost: \$23.95

**Culture, family, and providers**

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education.

This module is actually a set of integrated materials including two print resources (*Infant/toddler Caregiving: A Guide to Creating Partnerships with Parents* and *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*), two video resources (*Essential Connections* and *Protective Urges: Working with the Feelings of Parents and Caregivers*), and a *Trainer's Manual*. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: \$159.00

**Culture in special education: Building reciprocal family-professional relationships**

Kalyanpur, M. & Harry, B. (1999). Baltimore, MD: Paul Brookes.

Using a powerful combination of research, examples, and personal experiences, the authors identify and challenge the cultural assumptions and values that are embedded in special education policies and practices in this country. Each chapter begins with a personal story shared by the authors who both grew up outside this country; by the end of the chapter the reader has been introduced to new ways of thinking about laws and policies, professional expertise and language, and parenting. The book also offers a framework for students to identify the personal and professional values they bring to interactions with culturally diverse families of children with disabilities. Cost: \$28.00.



**Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools**

Kozol, J. (1967). New York: Penguin Books.

In 1964, Jonathan Kozol entered the Boston Public School System to teach fourth grade at one of its most overcrowded inner-city schools. This unsparing account offers revelations for students, teachers and families. Cost: \$13.95



**Developing cross-cultural competence: A guide for working with children and their families**

Lynch, E.W., & Hanson, M.J. (1998). (2nd. ed.). Baltimore, MD: Paul Brookes.

This monograph has a variety of features, including guidelines for conducting a culturally sensitive home visit. Cost: \$39.95



**Developing roots and wings: A trainer's guide to affirming culture in early childhood programs**

York, S. (1992). Beltsville, MD: Gryphon House.

This companion to *Roots and Wings: Affirming Culture in Early Childhood Programs* includes over 170 multicultural training activities adaptable to any audience or training style. Designed to prepare child care staff and caregivers to provide multicultural education that will prevent and eliminate the development of prejudice and racism in children, it also provides ideas for trainer support, training design, and personnel development. Cost: \$29.95

**Diversity: Reconciling contradictions**

Gonzalez-Mena, J. (2000). Crystal Lake, IL: Magna Systems.

Parents who put their children into childcare may find themselves at odds with standards when they disagree with the program about what's best for children. This video moves beyond compromise and boldly asserts that it is possible to resolve contradictions without anyone giving in by finding a larger view that embraces diversity and incorporates it into the standards. Is it okay to draw pictures for children instead of just letting them do it for themselves? It is okay to toilet train a baby too young to sit on a potty alone? Using role play, this video considers these and other questions and proposes options for reconciling differences. Cost: \$89.95

**Diversity & developmentally appropriate practices**

Mallory, B.L., & New, R.S. (Eds.). (1994). New York: Teachers College Press.

The primary purpose of this edited volume is to provide a forum for the presentation of new challenges to the concepts and indicators of developmentally appropriate practices in early childhood. The dual focus on children representing cultural and developmental differences is carried out quite successfully throughout the volume. This thought-provoking volume makes an important contribution to the field. Stock No. 3299-0. Cost: \$41.00

**Diversity blueprint: A planning manual for colleges and universities**

University of Maryland, College Park and Association of American Colleges and Universities. (1998). Washington, DC: Association of American Colleges and Universities.

This manual is a planning guide for administrators, faculty and staff who want to create diversity policies and initiatives using collaborative, campus-wide planning efforts. This blueprint provides models and views from university leaders regarding the challenge of promoting diversity among faculty and students. Topics include how to begin diversity planning, the complexity of handling external influences to the campus, affirmative action, curricular transformation, faculty/staff hiring and retention, and building campus-wide support. Additionally, examples are provided of how several university programs and departments have made changes to achieve a more culturally diverse environment. Cost: \$29.00

**Diversity consciousness: Opening our minds to people, cultures and opportunities**

Bucher, R.D. (1999). Upper Saddle River, NJ: Prentice Hall.

This book offers strategies and examples for enhancing diversity awareness in college coursework. It is a student-friendly resource that helps students understand how to live in a diverse society. It is also a user-friendly resource offering objectives, instructional strategies and additional resources. Cost: \$19.00

**Diversity icebreakers: A trainer's guide and More diversity icebreakers: A trainer's guide**

Myers, S., & Lambert, J. (1996). Amherst, MA: Amherst Educational Publishing Co.

The goal of these guides is to provide short experiential activities that can be used as icebreakers to increase awareness of diversity and its influence in the workplace. They can also be used to introduce diversity topics and concepts, warm up a group, lead into more in-depth activities, or close a workshop. Cost: \$55.00 each

**Diversity in children's lives: Children's books and classroom helps**

Partnerships for Inclusion. (2001). Chapel Hill, NC: FPG Child Development Center, University of North Carolina.

This 25-page bibliography lists books that feature positive images of children who are culturally, linguistically and ability-diverse. The aspect(s) of diversity featured are included with each entry. Cost: Available to download at <http://www.fpg.unc.edu/~PFI/Pages/Headers/products.htm>





### **Diversity training module: Fostering awareness, implementation, commitment, and advocacy**

Jarvis, V.T., & Rodriguez, P. (1998). Raleigh, NC: North Carolina Department of Health and Human Services, Division of Early Intervention and Education.

These materials were developed to offer participants in both preservice and inservice settings a better understanding of diversity. Four sections offer outlines, handouts, vignettes and activities in the areas of awareness, implementation, commitment, and advocacy. A pre- and post-test are provided along with evaluation forms and supplemental resources.

Cost: Free

### **The dreamkeepers: Successful teachers of African American children**

Ladson-Billings, G. (1994). New York: Jossey-Bass.

Ladson-Billings examines eight exemplary teachers who differ in personal style and methods but share an approach to teaching that affirms cultural identity. Her portraits, interwoven with personal reflections derived from her experience, challenge readers to envision and create intellectually rigorous and culturally relevant classrooms that have the power to improve the lives of all students.

Cost: \$17.00

### **Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education**

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). ASHE/ERIC Higher Education Report Vol. 26, No. 8. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

This monograph provides higher education administrators, faculty, and students (4-year and community college) with information that can guide them in improving the climate for diversity on their campuses. Strategies for addressing student and faculty diversification, examples of promising practice, and recommendations for action planning are offered.

Cost: \$24.00 including shipping and handling.

### **Experiential activities for intercultural learning**

Seelye, H.N. (1996). Yarmouth, ME: Intercultural Press.

This book brings together a collection of 32 exercises and activities designed to augment the resources and expand the repertoire of trainers and educators. While some activities relate specifically to business interactions, many would be great for exploring cultural attitudes and biases.

Stock No. P-372.  
Cost: \$21.95

### **The eye of the storm**

ABC News. (1970). Mt. Kisco, NY: Guidance Associates.

A wake-up call for all ages, this award-winning 25-minute videotape and accompanying guide teach about prejudice using a dramatic framework. It records an innovative experiment in which a third-grade teacher in Riceville, Iowa divided her all-white class into "blue eyes" and "brown eyes," making one group superior or inferior to the other on successive days. The video demonstrates the nature and effects of bigotry by showing how easily prejudicial attitudes can lead to frustration, broken friendships and vicious behavior. This video, which is also available in Spanish, pairs well with *A Class Divided: Then and Now* (previously listed), which describes the enduring effects of the experiment.

Cost: \$295.00

### **Family and community involvement: Reaching out to diverse populations**

Southwest Educational Development Laboratory (SEDL). (2000). Austin, TX: SEDL.

This resource is geared toward teachers, principals, educational leaders and advocates who want to develop the meaningful involvement of culturally and linguistically diverse parents and community partners. It provides tips on how to communicate effectively and build more effective school-family-community collaboration. Available in Spanish.

Cost: \$10.00. Download at no charge at <http://www.sedl.org/pubs/catalog/items/fam29.html>

## Freedom's plow

Perry, T., & Fraser, J.W. (Eds.) (1993). New York: Routledge.

*Freedom's Plow* is designed to provide teachers and teachers-in-training with the practical resources they need to make their teaching practices more multicultural. The first of the book's four parts provides an intellectual framework for multicultural education, while the second offers firsthand perspectives on the practice of multiculturalism. Parts three and four offer essays to help teachers adopt alternative perspectives and structures for achieving multicultural education opportunities for young children.

Cost: \$21.99

## Future vision, present work: Learning from the Culturally Relevant Anti-bias Leadership Project

Cronin, S., Derman-Sparks, L., Henry, S., Olatunji, C., & York, S. (1998). St. Paul, MN: Redleaf Press.

This book grapples with the multiple layers of diversity and commonality that we face in the United States. The authors invite us to witness and share their individual and collective journeys toward culturally relevant anti-bias leadership. A variety of resources for considering and pursuing community-based anti-bias work are included.

Cost: \$16.95

## Hearing everyone's voice

Hopkins, S. (Ed.) (1999). Redmond, WA: Child Care Information Exchange.

Teachers, parents, and children share ideas in this guidebook for integrating peace education, anti-bias perspective, and democratic practice into early care and education settings. Each of ten sections (e.g., Stories to illustrate theories of children's social development) uses songs, stories, artwork, and activities to illustrate key concepts.

Cost: \$45.00

## ¡Hola means hello! Resources & ideas for promoting diversity in early childhood settings

Fenson, C., Dennis, B.C., & Palsha, S. (1998). (2nd ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center.

Here's a resource that was designed to assist child care providers, teachers, and other personnel who provide services to young children and their families, in promoting diversity and fostering discussion of different beliefs, values and traditions. Sections include resources/materials for enhancing cultural awareness, a self-assessment checklist, booklists, and instructional resources.

Cost: \$5.00

## Honoring diversity within child care and early education: An instructor's guide

Chud, G., & Fahlman, R. (1995). Victoria, BC: Curriculum Publications.

This two-volume guide was designed to provide information, resources, and references that will support implementation of diversity and anti-bias education principles in early childhood settings. Volume I addresses contextual issues, the teaching process, and integrating diversity within the early childhood curriculum. Volume II focuses on working with families, interacting with young children, program planning and implementation, practice, and administration. Both volumes include articles, activities, checklists, and other useful information.

Cost: Volume I (\$44.00); Volume II (\$33.50). Order #CPUB076.

Note: A 20% discount is available to educators.

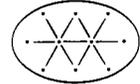
## Human diversity in action: Developing multicultural competencies for the classroom

Cushner, K.H. (1999). New York: McGraw-Hill.

This workbook is full of activities designed to actively engage students in (1) learning about the culture of self; (2) learning about the culture of others and intercultural interaction; and (3) modifying curriculum and instruction to more effectively welcome and embrace diversity in the classroom and school. This workbook was designed to accompany *Human Diversity in Education: An Integrative Approach* (see page 14).

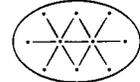
Cost: \$31.95

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**Human diversity in education: An integrative approach**

Cushner, K.H., McClelland, A., & Safford, P.L. (1999). (3rd ed.) New York: McGraw Hill.

A core text for multicultural education courses, this book provides a broad treatment of the various forms of human diversity found in today's schools: nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability. It also examines the broad social, cultural, and economic changes that are sweeping across the world and ways that are emerging to accommodate these changes. Case studies are used to introduce major concepts at the start of chapters and brief cases called critical incidents are used to focus attention on key concepts at the end of chapters. Chapter 6 (Developmentally appropriate classrooms) is particularly useful. Cost: \$60.00

**Infant/toddler caregiving: A guide to creating partnerships with parents**

Center for Child and Family Studies. (1990). Sacramento: California Department of Education.

This caregivers' guide, designed to offer information on current theory, research and practice, could be used to support training about key aspects of effective child care environments. It starts with a vision statement for positive child, family and provider relationships, then progresses through nine sections that range from listening and responding to families' needs and considering the family in its culture to conducting business, any of which could be used to explore similar issues with a training audience. Part of the *Culture, family and providers* module described on page 10. Cost: \$12.50

**Infant/toddler caregiving: A guide to culturally sensitive care**

Program for Infant Toddler Caregivers. (1995). Sacramento, CA: California Department of Education.

This guide is intended to offer caregivers information, based on current theory, research, and practice, for use in implementing culturally sensitive care in center-based and home-based programs. Readings, activities, questionnaires, and additional resources are clearly presented and easy to use. Cost: \$12.50

**It's in every one of us**

Krutein, W., & Pomeranz, D. (1991). Van Nuys, CA: Child Development Media.

This videotape illustrates, through a sequence of spectacular superimposed photographs, the enormous diversity of humankind. This brief (4-minute) and visually-stimulating message of the beauty and abundance of diversity works well as an opener or a closer for training. Cost: \$35.00

**Learning the way: A guide for the home visitor working with families on the Navajo reservation**

Dufort, M., & Reed, L. (1995). Watertown, MA: Perkins School for the Blind.

This monograph provides information and strategies that can be used to increase the effectiveness of home visits and intervention planning. Good ideas for teaching/training about intercultural communication. Cost: \$10.00

**Looking in, looking out: Redefining child care and early education in a diverse society**

Chang, H.N., Muckelroy, A., & Pulido-Tobiasen, D. (1996). San Francisco: California Tomorrow Publication.

This thought-provoking monograph delineates five key principles (e.g., work in partnership with parents to respond to issues of race, language and culture) for providing quality child care in our diverse society. A chapter is devoted to each principle, and includes a discussion of the importance, and strategies and challenges for implementation. Cost: \$27.00

**Minorities in higher education 1999–2000**

Wilds, D.J. (2000). Washington, DC: American Council on Education.

This report released by the Office of Minorities in Higher Education of the American Council on Education (ACE) summarizes the data on ethnic minority persons who have entered college as well as completed graduate programs. Additionally, this report focuses on the benefits of racial and ethnic diversity in higher education. These compelling data are a testament to why minority students should continue to be encouraged to apply to, attend, and complete programs at institutions of higher learning.

Cost: \$24.95



**Multicultural education: Raising consciousness**

Boutte, G. (1999). Florence, KY: Wadsworth Publishing Co.

This resource captures the complexity of multicultural education by examining issues from early childhood through elementary school, high school, university, and into the workplace. Assessment issues and parenting issues are examined along with many areas of multiculturalism, including ethnicity, religion, exceptionality, socioeconomic status, and gender. Readers will have many opportunities to examine their own beliefs from the standpoint of both institutional and individual discrimination. Practical application is mixed with theoretical, research, and conceptual information.

Cost: \$55.95



**Multicultural education and resource guide for occupational therapy educators and practitioners**

Wells, S.A. (1994). Rockville, MD: American Occupational Therapy Association.

A combination of materials (checklists, vignettes, activities) for addressing diversity at the awareness level. Order No. 1112.

Cost: \$20.00

**Multicultural issues in child care**

Gonzalez-Mena, J. (1997). (2nd ed.) Mountain View, CA: Mayfield Publishing Company.

This concise volume is designed to increase caregiver sensitivity to different cultural child care practices and values and to improve communication and understanding between caregivers and parents. The emphasis on practical, immediate issues of daily caregiving routines provides wonderful examples for teaching, training, or self-enrichment.

Cost: \$14.95



**Multicultural strategies for community colleges**

Kee, A.M., & Mahoney, J.R. (1995). Washington, DC: American Association of Community Colleges.

This publication offers a variety of resources: delineation of diversity issues, examples of successful strategies, and selected resources that address cultural diversity in community college settings. An agenda for minority education is also included, offering strategies for national organizations, states, campuses, faculty and students.

Cost: \$12.00

**Non-biased assessment of the African-American child**

Wyatt, T. (1995). Layton, UT: Ladnar Media Group.

This 62-minute videotape synthesizes current research, nonbiased assessment approaches, and clinical considerations specific to the language development of African-American children. Factual information covered includes differences in learning and communication styles, and differences between children from urban and rural settings. While some child language samples are provided, the majority of the film is in a lecture format, so skilled trainers may want to alternate didactic videotape segments with complimentary, interactive learning activities.

Cost: \$58.90

**Observing preschoolers: Assessing first and second language development**

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

In 30 minutes, this videotape illustrates a thoughtful process for learning more about young children through observation, documentation and discussion. This is a useful resource for supporting the development of observation skills and for learning to distinguish between children who are different and children who are disabled.

Cost: \$12.00

**One child, two languages: A guide for preschool educators of children learning English as a second language**

Tabors, P.O. (1997). Baltimore: Paul Brookes.

This book has been written to help early childhood educators understand the process of second language acquisition in young children and presents organizational and curricular strategies for developing a supportive classroom environment for second language learning children. Based on extensive research, the author offers a variety of resources (vignettes, teaching cases, classroom observations, suggestions for teaching/training, strategies for involving parents).

Cost: \$24.95

**Our children, our hopes: Empowering African-American families of children with disabilities**

PACER Center. (1993). Minneapolis, MN: Author.

This 15-minute videotape features conversations among African-American parents about their experiences. Cost: It can be purchased for \$35 from PACER, or rented for 3–4 weeks at a time for \$10.00

**Parallels in time**

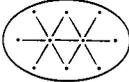
Minnesota Governor's Council on Developmental Disabilities. (1996). Minneapolis: Author.

This CD-ROM includes six hours of training on the history of disabilities and the treatment of people with disabilities from ancient times to modern times. This unique resource features a quiz on the treatment of individuals with disabilities through the ages, print material, and numerous historically significant video and audio clips (e.g., scenes from the Willowbrook Institution, Martin Luther King speaking on civil rights). Each page is also linked to an audio reading of that page.

Cost: Free.

This resource is also available online at <http://www.mncdd.org/parallels/menu.html>. (In order to access the video and audio portions you will need QuickTime 3.0 or higher installed on your computer, and the QuickTime plug-in installed on your browser to play back numerous digital video and audio formats.)

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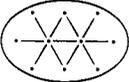
**Paths to African American leadership positions in early childhood education: Constraints and opportunities**

National Black Child Development Institute. (1993). Washington, DC: Author.

This report describes a study done at the National Black Child Development Institute (NBCDI) that looks at how to ensure African American leadership roles in the field of early childhood education. The study was done with African American leaders in the field by way of surveys, interviews, and reviewing the literature. Among the findings of the study, educational achievement and lack of financial support were major barriers for African Americans to obtain more leadership positions. NBCDI presents primary conclusions and further recommendations to increase the number of African American leaders in the early childhood education field.

Cost: \$5.00

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### **Paths to equity: Cultural, linguistic and racial diversity in Canadian early childhood education**

Bernhard, J.K., Lefebvre, M.L., Chud, G., & Lange, R. (1995). North York, ON, Canada: York Lanes Press, Inc.

This report takes a close look at how Canadian educators, parents and service providers are handling the influx of culturally diverse persons entering their communities. Three studies are described: (1) The Centre Study, which included supervisors and teachers; (2) The Family Study, which included parents of different ethnic backgrounds; and (3) The Faculty Study, which included professors from colleges and universities. Thought-provoking conclusions and recommendations for addressing diversity are provided. The questions used in each study, which could be adapted to support self-examination by similar groups, are also included. Cost: \$18.95



### **A place to begin: Working with parents on issues of diversity**

Pulido-Tobiasen, D., & Gonzalez-Mena, J. (1999). Sacramento: California Tomorrow.

This is a user-friendly binder with rich information, anecdotes, exercises, tools and handouts for parents and staff. Chapters cover Differences in Child Rearing, The Power of Racism in the World that Children are Growing up in, Supporting Health Identity Development in All Children, Language and Bilingualism and The Powerful Role of Childcare. This excellent training and staff resource includes handouts in Spanish, Vietnamese and Chinese. Cost: \$24.95



### **Promoting cultural competence in children's mental health services**

Hernandez, M., & Isaacs, M.R. (1998). Baltimore: Paul Brookes.

In response to challenges faced by children's mental health professionals working in culturally and linguistically diverse communities, this book proposes strategies for developing cultural competence across a range of services. Strong emphasis is placed on discovering and supporting community capability, especially as related to infant/toddler services and services to immigrant and refugee families. The authors offer self-assessment tools, troubleshooting suggestions, planning assistance, methods for recruiting and retaining diverse staff, and other resources that could be used for preservice or inservice education. Cost: \$32.95

### **A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life**

Helms, J.E. (2000). Dallas, TX: Content Communications.

Written for a general audience, this book examines white racial identity and how its recognition may help to end racism. The author examines the phenomenon of white people who fail to understand that they have a racial identity—whether they are willing to recognize it or not—and that having it doesn't have to be a negative. Designed specifically for whites, but useful for others, this easy-to-read paperback includes examples and activities that enhance the reader's understanding of the part race plays in the lives of each of us. This book is being used in various programs and classes at universities, school districts and businesses across the country. Cost: \$7.00



### **Reconceptualizing access in postsecondary education: Report of the policy panel on access**

National Postsecondary Education Cooperative and American Council on Education. (1998). Washington, DC: EdPubs.

This thought-provoking report challenges the belief that any individual in this country has access to a postsecondary education. It explores who gets to college, how students' choose which college to attend and what influences the likelihood that those students will complete their college education. It also shares useful data on the influence of factors like race, gender and socioeconomic status on postsecondary performance.

Cost: Free. Also available to download at <http://www.nced.ed.gov/pubs98/98283.pdf>.





### **Restructuring schools for linguistic diversity: Linking decision making to effective programs**

Miramontes, O.B., Nadeau, A., Commins, N.L., & Garcia, E. (1997). New York: Teachers College Press.

While many of the examples in this book pertain directly to school-aged children, it remains an information-packed resource. Major sections address contexts for decisionmaking, putting premises in practice, and decisionmaking in practice (which centers around three lengthy case studies). Rich lists of references and resources add value to this text as an instructional resource.

Cost: \$23.95

### **Roots and wings: Affirming culture in early childhood programs**

York, S. (1991). Beltsville, MD: Gryphon House.

Here's a tool for assisting practitioners to address the many faceted and complex issues of cultural diversity and racial prejudice. In addition to ideas for integrating cultural perspectives into all aspects of program development and service delivery it includes over 60 hands-on activities for children that shape respectful attitudes toward cultural differences.

Cost: \$24.95

### **Savage inequalities: Children in America's schools**

Kozol, J. (1992). New York: Harper/Collins Publishers, Inc.

Kozol paints a painfully realistic picture of American schools that serve minority populations and the communities in which minority children live. Touring the public schools in America's poorest areas, the author finds that most of the so-called integrated schools have placed their minority-children in "special classes." Furthermore, he finds that there are torn, dirty, and out-dated textbooks, unsafe playgrounds, overcrowded classrooms, and unhealthy lunches. This is a book that must be read by all educators and especially education administrators, whether in preservice or inservice training.

Cost: \$14.00

### **Serving families of diverse cultures**

Rowan, L., Meyden, R.V., & Pehrson, C. (1999). Logan, UT: SKI-HI Institute.

While designed to support early intervention service providers, this resource offers examples and insights for inservice and preservice use. Sections on cultural considerations in information gathering and intervention planning are particularly helpful. Checklists, vignettes, and reading lists are additional resources for teaching and training.

Cost: \$20.00

### **The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures**

Fadiman, A. (1997). New York: The Noonday Press.

The clash between a small county hospital in California and a refugee family from Laos over the care of Lia Lee, a Hmong child diagnosed with severe epilepsy, is chronicled in this book. Lia's parents and her doctors both want what is best for her, but the lack of understanding between them leads to tragedy. Good writing and a thoughtful reader's guide featuring questions for discussion make this a rich resource for teaching and training.

Cost: \$14.00

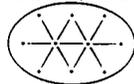
### **Starting small: Teaching tolerance in preschool and the early grades**

Teaching Tolerance Project. (1997). Montgomery, AL: Southern Poverty Law Center.

This video-and-text training kit offers early childhood educators strategies for implementing tolerance education programs for young children. The 250-page *Starting Small* book includes research-based commentary, suggestions for activities, and a comprehensive resource list. The 58-minute video highlights seven exemplary programs at sites throughout the country.

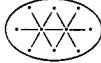
Cost: \$30.00 (includes UPS charges). Note: One free set of these materials is available to a school serving young children. A written request on letterhead from the elementary principal, day care director, or teacher education department chair is required.

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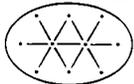
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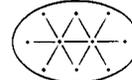
**A tale of "O"**

Kanter, R.M. (2000) Cambridge, MA: Goodmeasure.

Using the symbols of plentiful Xs and single Os to represent majority/minority groups, this video engages viewers in a series of powerful illustrations of the challenges of being visibly different. The focus on insider-outsider dynamics, by showing how a few Os learn to function in organizations made up of Xs, is very strong. Accompanying print materials make this a valuable, if costly, resource.

Cost: \$495.00

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**Talking with preschoolers**

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

This videotape is designed to help preschool team members and family members to develop skills and strategies for meeting the needs of culturally and linguistically diverse children. The tape is organized in short segments on different aspects of language, listening, and literacy development, suitable for introducing key concepts. A companion print resource (*Fostering the development of a first and a second language in early childhood: Resource guide*) offers additional material for teaching, and training.

Cost: Video (\$12.00). Resource Guide (\$10.75)



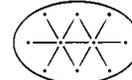
**Teaching for inclusion: Diversity in the college classroom**

Center for Teaching and Learning, University of North Carolina at Chapel Hill. (1997).

This free reproducible resource is designed to provide college teachers with an easy-to-use source of ideas and teaching techniques to help create instructional environments that are welcoming to and supportive of culturally diverse students. Sections on the importance of campus diversity, inclusive teaching, evaluations and grading offer examples that can be applied on any campus.

Cost: Free. Available to download from the web at <http://www.unc.edu/depts/ctl/tfitoc.html>

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**Teaching other people's children: Literacy and learning in a bilingual classroom**

Ballenger, C. (1999). New York: Teacher's College Press.

What happens when a teacher does not share a cultural background with her students? Ballenger's narrative shares the experiences of one North American teacher who spent three years teaching Haitian children in an inner-city preschool. This engaging account, which does a splendid job of enforcing the importance of thoughtful research, can be a resource to preservice and inservice audiences alike.

Cost: \$17.95



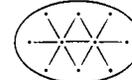
**Teaching young children in multicultural classrooms: Issues, concepts, and strategies**

de Meléndez, W.R., & Ostertag, V. (1997). Albany, NY: Delmar Publishers.

This book is a comprehensive study of the historical, theoretical, and practical aspects of multicultural education as it relates to young children. Activity-related features, including "In Action," "Snapshots," "Focus on Classroom Practice," and "Things to Do" make this a very useful instructional resource for teaching and training.

Cost: \$48.95

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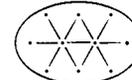
**Teaching/learning anti-racism: A developmental approach**

Derman-Sparks, L., & Phillips, C.B. (1997). New York: Teachers College Press.

Based on the authors' 20 years of experience teaching anti-racism to adults, this book provides both a conceptual framework and a "how to" guide for faculty who want to adapt anti-racism education for their programs. The book includes challenges, activities and teaching strategies, and analyses of students' growth, as illustrated by excerpts from journals that students were required to write as part of their course work with the authors.

Cost: \$16.95

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### **A three-way conversation: Effective use of cultural mediators, interpreters and translators**

Spectrum Project and Project A.C.T. (1999). Denver: Western Media Products.

This video on the effective use of cultural mediators, interpreters, and translators provides comments and insights from both parents and service providers. One entire section is organized by video clips paired with probing questions that are helpful for organizing discussions and supporting learning.

Cost: \$39.95

### **Transforming curriculum, empowering faculty: Deepening teachers' understanding of race, class, culture and language**

Chang, H.N., Edwards, J.O., Alvarado, C., & Pulido-Tobiasen, D. with C.L. Morgan. (1999). Oakland, CA: California Tomorrow.

This publication offers insights into the impact of changing demographics on community colleges, the implications of racism, classism, and cultural and linguistic diversity for campuses and early childhood education, guiding principles for effective training about equity and diversity, and strategies for implementing these principles on a personal or program level. This is a great new resource for anyone committed to rethinking the way we equip college faculty and early childhood teachers to effectively educate their diverse students.

Cost: \$15.00

### **True colors**

ABC News. (1991). Buffalo Grove, IL: corVISION Media, Inc.

In this 17-minute segment from ABC's PrimeTime Live, host Diane Sawyer follows two college-educated men in their mid thirties—one black, one white—as they involve themselves in a variety of everyday situations to test levels of prejudice based on skin color. Acting within the scenario of moving to a new town, undercover cameras follow the two men separately as they each try to rent an apartment, respond to job listings, purchase a car, and conduct everyday activities such as shopping. The responses in both the white and racially mixed communities are consistent and shocking. In every instance, one is welcomed into the community while the other is discouraged by high prices, long waits, and unfriendly salespeople. This is a powerful resource for teaching about the experiences with discrimination in daily life.

Cost: \$325.00

### **Turning the tides of exclusion: A guide for educators and advocates for immigrant students**

Jaramillo, A., & Olsen, L. (1999). Sacramento: California Tomorrow.

This rich guide offers powerful strategies, tools and activities, illustrated by real life examples, of how to improve educational opportunities for language minority and immigrant students. Based on 15 years of research and work in California schools, this resource covers topics that include understanding and responding to the complexity of immigrant students' lives and experiences, using students' voices as catalysts for change and shaping collaborative professional development.

Cost: \$24.95

### **Understanding diversity: A learning-as-practice primer**

Okun, B.F., Fried, J., & Okun, M.L. (1999). Pacific Grove, CA: Brooks/Cole Publishing Company.

The learning-as-practice approach of this book uses role play, self-awareness exercises, communication techniques, and other strategies to assist readers in learning and applying new interpersonal skills and behaviors. Each chapter focuses on a different factor that affects our perceptions of others (e.g., verbal interactions, nonverbal interactions, time and space).

Cost: \$34.95

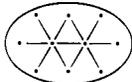
### **Using children's literature to learn about disabilities and illness**

Blaska, J.K. (1996). Moorhead, MN: Practical Press.

Developed for practitioners who work with young children, with or without disabilities, this book is designed to promote awareness of diversity of ability. Contents include reviews of 130 children's books, published since 1980, that include a character with an illness or disability.

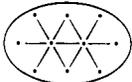
Cost: \$19.95

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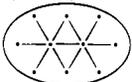
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### Valuing diversity: The primary years

McCracken, J.B. (1997). Washington, DC: National Association for the Education of Young Children (NAEYC).

This book presents ideas and suggestions for how teachers can develop and implement developmentally appropriate anti-bias curricula teaching children in early elementary school to value diversity. Guidelines for evaluating and developing curricula, environments, learning materials and activities are provided, emphasizing realistic depiction of a wide variety of human cultures and characteristics in ways that provide children with experiential learning while fostering principles of democracy alongside pride in each child's heritage. Lists of recommended resources are provided, including children's books and recordings as well as resources for teachers. Cost: \$5.00

### Walking the walk: Principles for building community capacity for equity and diversity

Chang, H.N., Louie, N., Murdock, B., Pell, E., & Femenella, T.S. (2000). Oakland, CA: California Tomorrow.

Based on a multi-year national process for working with diverse individuals to improve their communities, this resource describes nine underlying principles designed to help people individually and collectively build community capacity to promote equity and diversity. The book offers a framework of what is possible, including developing leadership, reaffirming cultural values and practices, promoting community self-determination, actively addressing bias and reflecting on next steps. An accompanying tool, *Change Starts with Self*, can help individuals to self-assess what they can do to carry out the principles. Cost: \$14.95

### We all belong: Multicultural child care that works

Australian Early Childhood Association. (1993). St. Paul, MN: Redleaf Press.

This 26-minute videotape leads viewers on a tour of a center that has integrated the daily cultural lives of children into an early childhood setting. Basic principles they have followed are highlighted, including how families have been engaged to guide the learning about family cultures. Film segments could be used to observe and discuss inclusion, mixed-age groupings, environment, staff-child ratio, and alternatives to a "culture of the week" approach to diversity. Cost: \$29.95

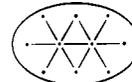
### We can't teach what we don't know: White teachers, multiracial schools

Howard, G.R. (1999). New York: Teachers College Press.

With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent White teacher in racially diverse schools. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know* offers insights and options to enhance the repertoire of future or current educators. Cost: \$20.95

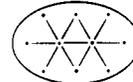


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# Early Care & Development

This section includes materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion.

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## Primary Resources

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### Early Childhood Environment Rating Scale (ECERS-R)

Thelma Harms, Dick Clifford & Debby Cryer



This easy-to-use program quality assessment instrument has been revised and expanded to include new interaction items, expanded curriculum materials, more inclusive and culturally sensitive indicators, and more items focusing on staff needs. It looks at quality in terms of categories that include personal care routines, furnishings and display, fine and gross motor activities, language and reasoning, creative activities, social development, and adult needs. Designed for use by classroom teachers, administrators, board members, trainers, state licensing staff and family members as an evaluation tool for all day care settings. Could easily be used as an instrument for team-based decision making.

**1998 Print (rating scale, video guide and instructor's workbook), videotape**

**Cost:** Scale (1998) ..... \$14.95    Extra sheets ..... \$7.95  
Videotape (1999) ..... \$59.00    VideoGuide ..... \$4.00

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Williston, VT 05495-0020  
Phone (800) 575-6566    Fax (802) 864-7626  
Email: [tcp.orders@aidcvt.com](mailto:tcp.orders@aidcvt.com)    Web: <http://www.teacherscollegepress.com>

### Family Day Care Rating Scale (FDCRS)

Thelma Harms & Dick Clifford



These materials are resources for evaluating family day care settings. FDCRS consists of 32 items organized under six major headings: Space and furnishings for care and learning; Basic care; Language and reasoning; Learning activities; Social development; and Adult needs. Items are included for rating a day care home's provisions for children with special needs. Could easily be used as a self-assessment tool for family day care providers, a quality measure for state and private monitoring agencies, an instrument for team-based decision making or guidance for concerned parents.

**1989 Print (rating scale, video guide, and instructor's workbook), videotape**

**Cost:** Scale ..... \$11.95    Extra scoring sheets (30) ..... \$8.95  
Videotape ..... \$59.00    VideoGuide ..... \$4.00

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**Infant/Toddler Environment Rating Scale (ITERS)**

**Thelma Harms, Debby Cryer & Richard M. Clifford**

These materials are specifically designed to evaluate the group care of children up to 30 months of age. The 35 items on the scale are divided into 7 categories: Furnishings and display for children; Personal care routines; Listening and talking; Learning activities; Interaction; Program structure; and Adult interaction. Full instructions and illustrations are provided, along with discussion of reliability and validity. Could easily be used as a self-assessment tool for family day care providers, an instrument for team-based decision making or guidance for concerned parents.

**1990 Print (rating scale, video guide, and instructor's workbook), videotape**

**Cost:** Scale ..... **\$11.95**    Extra scoring sheets (30) ..... **\$8.95**  
 Videotape ..... **\$59.00**    VideoGuide ..... **\$4.00**

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**Supplemental Resources**

**Active learning for children with disabilities**

Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B.A. (1996). Reading, MA: Addison-Wesley Publishing Co.

This manual was designed to complement the other volumes in the Active Learning series (see *Active Learning for Infants* and *Active Learning for Fives* in this section). It provides suggestions and resources, targeted to care providers and family members, for helping young children with disabilities learn through play. Learning situations posed throughout the book could be adapted as training activities. Stock No. 0201494027.      Cost: \$18.95 plus shipping

**Active learning for fives**

Cryer, D., Harms, T., & Ray, A.R. (1996). Menlo Park, CA: Addison-Wesley Publishing Co.

This book consists of a planning guide and four activity sections (activities for listening and talking, activities for physical development, creative activities, and activities for learning from the world around them). Lots of ideas for children whose abilities are between 60 and 72 months are included, along with strategies for learning design, implementation, and follow-up. A great basic resource. Stock No. 0201494019.      Cost: \$25.01 plus shipping

**Active learning for infants**

Cryer, D., Harms, T., & Bourland, B. (1987). Menlo Park, CA: Addison-Wesley Publishing Company.

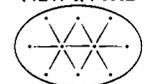
This book is a compilation of ideas and activities for children with abilities up to 12 months of age. Its four sections (planning, activities for listening and talking, activities for physical development, creative activities) could be used to compliment training around issues of child care and inclusion. Stock No. 0201213346.      Cost: \$20.95 plus shipping

**An activity-based approach to early intervention**

Bricker, D., with Pretti-Frontczak, K., & McComas, N. (1998). Baltimore: Paul Brookes.

This book is divided into two useful sections. The first details how to use an activity-based approach with children from birth to five years of age, while the second provides explanations of why activity-based intervention effectively promotes naturalistic learning opportunities. Child-directed techniques and ready-to-use-forms can assist teachers, interventionists, and parents to individualize goals and objectives, match developmental levels, plan and execute activities, and monitor progress. This can be a useful resource for preservice instruction or inservice training.      Cost: \$35.00

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### Activity-based intervention

Bricker, D., Veltman, P., & Munkres, A. (1995). Baltimore, MD: Paul Brookes.

This practical video illustrates how activity-based intervention can be used to turn everyday events and natural interactions into opportunities to promote learning in young children of all abilities. Visual examples, suitable for preservice or inservice use, introduce ways to use daily activities to maximize growth and development.

Cost: \$39.00



### All kids count: Child care and the Americans with Disabilities Act (ADA)

Doggett, L., & George, J. (1993). Arlington, TX: The Arc.

This book was developed as a guide to inform the child care industry about the law and to familiarize child care providers with the importance and value of including all children in regular child care settings. Vignettes about different children are offered, which could easily be used in training.

Stock No. 30-17.

Cost: \$18.22 includes shipping & handling

### The art of awareness: How observation can transform your teaching

Curtis, D., & Carter, M. (2000). St. Paul, MN: Redleaf Press.

This easy to understand text is cleverly organized in "study sessions" to focus users on specific aspects of observation (e.g., observing how children form relationships and negotiate conflict, observing children with their families). It is designed to offer ideas, activities, experiences and realistic strategies to help teachers and readers learn to value children and their individuality within diverse contexts.

Cost: \$29.95

### Begin with love

Civitas Initiative. (2000). Chicago: Author.

*Begin with Love*, a 30-minute video with Oprah Winfrey, focuses on the relationship between parents and their infant in the first three months of life. Based on research, the video highlights five guidelines (e.g., provide a warm and loving environment; talk, sing, and read) to create a responsive and enriching environment. This is a good resource to share with new parents and early childhood educators, especially those serving infants and toddlers.

Cost: \$9.95

### Best beginnings: Helping parents make a difference

Hussey-Gardner, B. (1999). Palo Alto, CA: VORT Corporation.

Here's a tool to help families of children 0-3 and practitioners to communicate about and work together in five key developmental areas: cognition, language, motor, social-emotional, and self-help. Key questions, convenient tracking charts, and reproducible handouts are all provided in an easy-to-use format.

Cost: \$49.95

### Blueprint for action: Achieving center-based change through staff development

Bloom, P.J., Sheerer, M., & Britz, J. (1991). Beltsville, MD: Gryphon House.

This book details a comprehensive method for analyzing the different components of a child-serving program with an eye toward increasing effectiveness. It also has terrific resources for assessing organizational and individual needs, implementing plans for staff development, evaluating programs (and improvements), and preparing staff/students to do the same.

Cost: \$28.95





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**Brain power curriculum**

Pacific Science Center, Brain Power Program. (1993). Seattle, WA: Author.

This curriculum was designed to increase the knowledge of middle school students about the brain and the way it works. It includes fun, easy, interactive activities for learners of many ages (e.g., building a brain out of instant potato flakes) that illustrate brain functioning, complexity and potential.

Cost: \$15.00

**Building communities of learners: A collaboration among teachers, students, families, and community**

McCaleb, S.P. (1997). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Drawing from scholarly research and model experiences of progressive parent-involvement programs throughout the country, McCaleb describes the challenge and encourages readers to engage in a critical personal reflection of their own practices. This resource will support students and teachers alike in exploring the role of the classroom teachers in developing and supporting relationships with culturally diverse families.

Cost: \$19.95

**Building your baby's brain: A parent's guide to the first five years**

Dodge, D.T., & Heroman, C. (1999). Washington, D.C.: Teaching Strategies, Inc.

This booklet meets several of our favorite criteria: it's clearly-written, grounded in research, great for sharing information with families (or modeling how students can do the same). Topics include touching your baby, talking and listening, sharing books together, art, music and math, moving and doing, relating to others, and playing.

Cost: \$29.50 in sets of 10

PDF versions are *free* in English and **in Spanish** at

<http://www.teachingstrategies.com/getpage.cfm?file=titles/100084.html>

**Caring for infants and toddlers in groups: Developmentally appropriate practice**

Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E., & Weissbourd, B. (1995). Washington, DC: ZERO TO THREE/The National Center.

Designed to increase recognition of the special knowledge and skill needed to offer quality care to very young children, this publication highlights examples of appropriate and inappropriate caregiver responses, stories illustrating day-to-day experiences, and other resources for teaching and training.

Request item #126.

Cost: \$17.00

**Challenging behaviors**

Olson, J., Fodor, J., and Parks, L. (2001) Moscow, ID: University of Idaho Center for Disabilities and Human Development.

This multi-faceted set of materials was developed as part of the BEST (Building Effective Successful Teams) series. The module was designed to help early childhood teams develop proactive problem-solving approaches to teaching children with challenging behaviors. There are six chapters in the module, which cover topics from enhancing social development and practicing strategies for supporting positive behavior to strengthening direct work with children and families. Guidelines are provided for teams to use this resource for self-study through a series of readings, discussions and activities.

These are also good resources for teaching and training.

Cost: \$65.00

**Child care and the ADA: A handbook for inclusive programs**

Rab, V.Y., & Wood, K.I. (1995). Baltimore: Paul Brookes.

Designed for educators and administrators in child care settings, this how-to guide offers a straightforward discussion of the Americans with Disabilities Act (ADA) and including children with disabilities in community programs. Specific strategies for understanding the regulations, making appropriate changes to comply with the ADA, preparing staff to work with children with disabilities and their families, locating community support, and much more are illustrated through case studies, resource lists and other instructional resources.

Cost: \$25.95



### **A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals**

Educational Services, Inc. (n.d.). Alexandria, VA: Head Start Information & Publication Center.

To help staff and parents provide young children with opportunities for creative self-expression, the Head Start Bureau developed this set of educational materials (guide and 13-minute videotape). The video, using culturally-, linguistically-, and ability-diverse children and staff, depicts different kinds of creative activities (art, music, dance, play). The narrative provides important content (e.g., relationship between emergent literacy and dramatic play) and suggestions for adults (e.g., give them time, listen to their questions). The format of the guide offers research, trainer tips, activities and resources for each segment of the video. These products are also available in Spanish.

Cost: Single copies are free to institutions

### **The creative curriculum for early childhood**

Dodge, D.T., & Colker, L.J. (1996). (3rd Ed.). Washington, DC: Teaching Strategies, Inc.

This child development-based curriculum offers ideas for creating effective learning environments for preschool and kindergarten children using interest areas. Including children with disabilities and connecting early play to later academic success are some of the new features of this third edition. The companion Guide for Supervisors and Trainers provides extensive guidance for training, technical assistance, and supervision related to implementing the curriculum.

Costs: \$39.95 (curriculum); \$29.95 (supervisors and trainers guide)

### **The creative curriculum for infants & toddlers**

Dombro, A.L., Colker, L.J., & Dodge, D.T. (1997). (Rev.). Washington, DC: Teaching Strategies.

Here's a well-organized framework for planning infant and toddlers programs in both family and center settings. Relationships among children, family members, caregivers, and the community form the basis for sections on planning, routines, and activities. Practical approaches to guiding behavior, individualizing, and evaluating are also included. The companion *Trainer's Guide* provides extensive guidance for training, technical assistance, and supervision related to implementing the curriculum.

Cost: \$34.95 (curriculum); \$27.95 (trainer's guide)

### **DEC recommended practices in early intervention/early childhood special education**

Sandall, S., McLean, M.E., & Smith, B.J. (2000). Denver: Sopris West.

This new and improved document includes recommended practices in direct services (e.g., assessment, intervention, family-based practices) and indirect services (e.g., personnel preparation, policies, procedures and systems change). Strategies for using the recommended practices are also included.

Cost: \$20.00

### **Developmentally appropriate practice in early childhood programs**

Bredekamp, S., & Copple, C. (Ed.). (1997). (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

This book, intended for use by teachers, administrators, parents, policymakers, and others involved with programs serving young children provides well-grounded information that can serve multiple uses in training, program design, and program evaluation.

Cost \$9.00. Request item #234

### **Discipline: Teaching limits with love**

I Am Your Child. (2000). Beverly Hills, CA: Author.

This 27-minute video features nationally-known pediatrician T. Berry Brazelton giving tips on loving and effective ways to discipline young children. Information is organized by the age of the child (e.g., infants, toddlers, 2-year olds) and includes illustrations and suggestions on what is reasonable to expect from a child at a given stage of development, techniques for setting effective limits, and avoiding



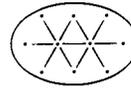
physical punishment. The visual segments are very engaging and could be used effectively in preservice or inservice settings. This is also a good resource to share with new parents or families of young children and their caregivers. Cost: \$5.00

### **Dragon mom: Confessions of a child development expert**

Gonzalez-Mena, J. (1995). Redmond, WA: Child Care Information Exchange.

Do child-rearing professionals follow their own advice at home? The truth is revealed with frank honesty as the author shares the discrepancies between her expert self and the "Dragon Mom" who is known only to those in her own home. This treasure of a book offers heartwarming and often hilarious anecdotes that offer new insights on conflicts between parents and professionals. Cost: \$12.00

NEW IN THE



10TH EDITION

### **Eager to learn: Educating our preschoolers**

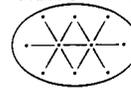
Bowman, B., Donovan, M.S., & Burns, M.S. (Eds.) (2000). Washington, DC: National Academy Press.

This 468-page report reviews and synthesizes several bodies of research related to early childhood pedagogy, including research concerning special populations (children living in poverty, children with limited English proficiency, children with disabilities). In addition to a distillation of the knowledge base, it offers implications for practice in early childhood education programs, the training of teachers and child care professionals and future research directions. The document includes a 17-page Executive Summary, which provides a brief overview of findings and implications.

Cost: \$37.95

The entire document (including the Executive Summary) may be downloaded at <http://www.nap.edu/catalog/9745.html>

NEW IN THE



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### **Early care, education, and family support: New Mexico's best practices: Essential elements of quality**

Turner, P., Rivera, O., Dudley, M., & Stile, S. (1999). Farmington, NM: San Juan College.

The purpose of these materials is to assist early childhood programs in moving toward quality with special attention to cultural and linguistic diversity. The written manual includes guiding principles and a solid research base for quality indicators in the following areas: family and community collaboration; child growth, development and learning; health, safety, and nutrition, developmentally appropriate content; learning environment and curriculum, assessment; and professionalism. An accompanying video (Conducting a self-assessment for best practices) provides directions for how programs can use the quality indicators to assess current program status and create priorities for change.

Cost: \$30.00 (binder); \$7.50 (self-assessment); \$5.00 (video);

\$40.00 (complete set). Prices do not include shipping and handling.

### **Emerging literacy: Linking social competence to learning**

Head Start Information & Publication Center. (1999). Alexandria, VA: Author.

This set of resources includes definitions, content, activities, handouts, resources, appendices, and ideas for continuing professional development. Trainer preparation notes throughout the document cue teachers/trainers in using the materials effectively. Four complete modules address emerging literacy, language-literacy links, the world of reading, and literacy experiences.

Cost: Free. Download at [http://www.hskids-tmsc.org/publications/rg\\_elit/cont\\_21.htm](http://www.hskids-tmsc.org/publications/rg_elit/cont_21.htm)



### **Ethics and the early childhood educator: Using the NAEYC code**

Feeney, S., & Freeman, N.K. (1999). Washington, DC: National Association for the Education of Young Children.

This book seeks to inform, not prescribe, answers to tough questions that practitioners face as they work with children and families. As instructional materials, the well-chosen examples and questions could serve to clarify key points about ethical conduct and decision making and stimulate reflection and discussion on critical issues related to daily service delivery. Cost: \$8.00

### **Extraordinary play with ordinary things: Make-it-yourself, do-it-yourself activities that encourage your child's development**

Sher, B. (1994). Whitethorn, CA: Bright Baby Books.

As we move into serving all children within natural environments, increased emphasis is being placed on using naturally occurring materials. This book, written by a very creative occupational therapist, offers over 700 ideas for how to use ordinary objects to support development and play. Cost: \$10.95

### **Family-guided activity-based intervention for infants & toddlers**

Cripe, J.J.W. (1995). Baltimore, MD: Paul Brookes.

This 20-minute videotape illustrates strategies through which parents and other caregivers can take advantage of natural learning opportunities. The narration and examples are very clear and provide supplemental materials for training audiences that include family members, professionals, and para-professionals. Cost: \$37.00

### **Financing family-centered infant child care**

Pizzo, P.D. (1992). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

This paper concentrates on existing sources of funds and ways to combine or "piece" them together. Order No. 15833. Cost: \$5.00 includes shipping & handling

### **The first years last forever**

I Am Your Child. (1997). New York: Author.

The new research in brain development tells us of the vital importance of the relationship between care-giver and child in the critical first years of life. This 30-minute videotape describes opportunities for helping children to reach their full potential through attention to bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care and self-awareness. Also available in Spanish (*Los primeros años marcan para siempre*). Cost: \$5.00 (covers postage and handling)

### **From neurons to neighborhoods: The science of early childhood development**

Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). Washington, DC: National Academy Press.

Significant advances in neuroscience and the behavioral and social sciences have shed new light on early development and what kids need to thrive. This report summarizes scientific and research findings from the past 40 years, debunking popular myths, offering new insights and advocating increased commitments to early care and education. This is an excellent reference and resource for both institutions and individuals. Cost: \$39.95

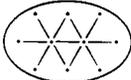
Available online at <http://www.nap.edu/books/0309069882/html/>

### **Giving our children the best: Recommended practices in early childhood special education**

Teaching Research Division, Western Oregon State College. (1996). Monmouth, OR: Author.

This 18-minute videotape is a useful resource for personnel working in early education programs. Mentions and describes research and values bases for developmentally appropriate practice and other quality features of early childhood programs, including family-centeredness, integration of related services, and transition planning. Good footage of assessments and other interactions in natural settings, and footage of and advocacy for a consultative model for the delivery of related services. Students in any discipline serving young children could benefit from this videotape. Cost: \$40.00

NEW IN THE



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### Group care

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education.

This module is actually a set of integrated materials including two print resources (*Infant/Toddler Caregiving: A Guide to Routines* and *Infant/Toddler Caregiving: A Guide to Setting Up Environments*), four videos (*It's Not Just Routine, Respectfully Yours, Space to Grow, Together in Care*), and a *Trainer's Manual*. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. *Available in Spanish and Mandarin.*

Cost: Print material: \$12.50 plus sales tax. Videos: \$65.00 each plus sales tax. Trainer's manual: \$20.00 plus sales tax. Entire set (3 videos, Curriculum guide, and trainer's manual): \$199.00

### Handbook of early childhood intervention

Shonkoff, J.P., & Meisels, S.J. (2000). (2nd ed.). New York: Cambridge University Press.

This must-read is essential for everyone interested in young children with disabilities. The *Handbook of Early Intervention* is a key resource providing a comprehensive overview of early intervention. The book includes 15 new chapters and 13 revised chapters, all of which are written by experts in the field. Cost: \$34.95



### Hear to listen & learn: A language approach for children with ear infections

Medley, L.P., Roberts, J.E., & Zeisel, S.A. (1995). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

This 20-minute videotape shows how to recognize the behavioral signs that children with ear infections often exhibit and offers strategies for fostering children's language learning. Ear infections are so common with young children that this tape describing classroom modifications and intervention practices that promote learning and language could be a valuable training resource. Cost: \$42.00

### Home visiting: Recent program evaluations

(1999, Spring/Summer), *The Future of Children*, 9(1), 1-223. Los Altos, CA: The David and Lucile Packard Foundation.

This publication summarizes the results of recent evaluations of six key home visiting models (Hawaii's Health Start, Health Families America, The Nurse Home Visiting Program, Parents as Teachers, The Home Instruction Program for Preschool Youngsters, and The Comprehensive Child Development Program). This could be a great resource for helping students discern differences and quality features of home-based programs serving young children and families.

Cost: Available online at <http://www.futureofchildren.org>.

### How am I doing? A self-assessment for child caregivers

Carney, I. (1993). Norge, VA: Child Development Resources, Inc.

This thorough yet easy to use instrument provides a systematic way of looking at specific skills that may be needed during the normal routine of a caregivers day. Designed to help caregivers see that many of the skills needed for working with children with disabilities are the very same skills they use to provide developmentally appropriate child care for all children, the instrument can be used to help plan appropriate activities for skill development. Stock No. CDR93K. Cost: \$10.00

**Infant/toddler caregiving: A guide to social-emotional growth and socialization**

Program for Infant Toddler Caregivers, California Department of Education. (1990). Sacramento, CA: Author.

This guide is intended to offer caregivers information, based on current theory, research, and practice, for use in supporting the social and emotional development of infants and toddlers in center-based and home-based programs. Readings, checklists, questionnaires, and additional resources are clearly presented and easy to use. This guide can also serve as a companion to the videos *First moves: Welcoming a Child to a New Caregiving Setting; Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers;* and *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers.* Cost: \$12.50

**Investing in our children: What we know and don't know about the costs and benefits of early childhood interventions**

Karoly, L.A., Greenwood, P.W., Everingham, S.S., Houbé, J., Kilburn, M.R., Rydell, C.P., Sanders, M., & Chiesa, J. (1998). Santa Monica, CA: RAND.

In early 1997, RAND was approached by the "I Am Your Child" Early Childhood Public Engagement Campaign to conduct an independent, objective review of the scientific evidence available on early childhood interventions. This document summarizes the findings in terms of benefits to children and parents and savings to the government and society in general. This is a great resource for sparking or fueling debates and discussions of efficacy and alternatives to intervention.

Cost: FREE on the web at <http://www.rand.org/publications/MR/MR898/>

**Leadership in early care and education**

Kagan, S.L., & Bowman, B.T. (Eds.) (1997). Washington, DC: National Association for the Education of Young Children.

From the perspectives of diverse leaders in the field of early care and education come the chapters of this volume. By endeavoring to define leadership (Section 1), offer frameworks for considering leadership (Section 2), examine leadership from diverse perspectives (Section 3), and identify new paths for leadership development (Section 4), this book provides readings to engage and inspire both students and practitioners. Cost: \$10.00 (includes postage and handling)

**Learning and development**

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education.

This module is actually a set of integrated materials including one print resource (*Infant/toddler caregiving: A guide to cognitive development and learning* and *Infant/Toddler Caregiving: A Guide to Language Development and Communication*), four videos (*The Ages of Infancy, Discoveries of Infancy, Early Messages,* and *Together in Care*), and a *Trainer's Manual*. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration.

Cost: Print material: \$12.50 plus sales tax. Videos: \$65.00 plus sales tax.

Trainer's manual: \$20.00 plus sales tax

**Learning and growing together: Understanding and supporting your child's development**

Lerner, C., & Dombro, A.L. (2000). Washington, DC: ZERO TO THREE: National Center for Clinical Infant Programs.

Personal vignettes, reflective questions, and discussion points are interspersed with scientific research in this unique resource. While designed for parents, it could also be used to support student or para-professional training. Cost: \$10.00 for single copies; \$8.00 for bulk copies (nine or more)



### **Let's prevent abuse: A prevention handbook for early childhood professionals and families with young children with special emphasis on the needs of children with disabilities**

PACER Center. (1990). Minneapolis, MN: Author.

The materials included in this publication could be used to talk with children, families, and personnel about abuse (how to recognize it, how to talk about it, how to report it, how to prevent it). Sections describing additional materials, from coloring books to videotapes, are included. Cost: \$10.00

### **Lifesavers: Tips for success and sanity for early childhood managers**

Baldwin, S. (1996). Redmond, WA: Child Care Information Exchange.

Written in a casual, humorous style, this resource offers ideas that can help anyone working in the early childhood field. Balancing personal and professional lives, building a team, relieving stress, communicating effectively, delegating, taking risks, settling disputes and planning for the future are some of the topics covered. Cost: \$14.00

### **My parents, my teachers**

El Valor. (1998). Washington, DC: ZERO TO THREE.

Using culturally diverse family members and illustrations, this video shows how parents and other care providers can assist with brain development through reading, communication, music and play every day. The tape may be viewed either in Spanish (first half) or in English (second half). Cost: \$20.00

### **NCCIC Internet guide: How to access child care information on the Internet**

National Child Care Information Center. (1997). Vienna, VA: Author.

This guide was developed to broaden communication with and among members of the child care community. The focus is on information and resources that are available on the World Wide Web. An introductory section provides guidance on Internet features, including searching, e-mail, listservs, and gopher sites. The publication is updated regularly and may be copied from the web at no charge. Imagine the ways you could use such a resource to structure assignments for students on locating and securing resources for families? Cost: Free on the Internet at <http://nccic.org/inetguid/intro.html>

### **Observing young children: Learning to look, looking to learn**

Colker, L.J. (1995). Washington, DC: Teaching Strategies.

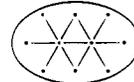
A 30-minute videotape and accompanying guide help new and experienced early childhood educators to observe and learn about children as a way to individualize programs and adjust environments. Observation techniques are described and guided practice opportunities are provide. This resource is appropriate for self-instruction or use with a group. Cost: \$55.00

### **Parent-infant communication**

Schuyler, V., & Sowers, J. (1985).(4th ed.) Portland, OR: Hearing and Speech Institute.

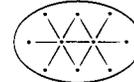
Here's a family-centered curriculum of listening and communication skills development for children, birth to four years of age, with hearing loss or language delay. It's divided into three sections: materials for use with children (objectives, landmarks, and activities, all of which are keyed to family involvement); materials for families; and materials for students/practitioners. Cost: \$55.00

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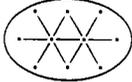
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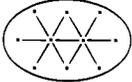
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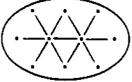
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### **Pathways to teaching: A guide for beginning early childhood teachers**

Peacock, L., & Johnson, W. (1996). Dubuque, IA: Kendall/Hunt Publishing Company.

This resource is designed to provide beginning teachers with information and experiences that develop teaching skills and build confidence. Activities and worksheets promote active learning about early childhood environments and programs for students in child development and early childhood education. Could also be used for inservice training of paraprofessionals or early childhood teachers.

Cost: \$30.95

#### **Play**

Magna Systems. (1998). Great Barrington, IL: Author.

The significance of play, types of play, adult roles in enhancing play and the way in which play influences development are some of the areas discussed and illustrated in this video. More than anything, this tape offers many opportunities to observe, describe, and discuss toddlers and young children at play. Discussion questions and a self-test are provided in accompanying print material. Cost: \$89.95

#### **The power of observation**

Jablon, J.R., Dombro, A.L., & Dichtelmiller, M.L. (1999). Washington, DC: Teaching Strategies, Inc.

This book is an essential tool for those who educate young children or for faculty who are preparing students to do the same, in that it reflects on the vital connection between observation and effective teaching. The authors share their personal experiences and the experiences of others to illustrate how observation is a powerful and effective method for teaching better, learning more about children, and building better relationships. Strategies for various settings (e.g., family child care, preschool) are highlighted, including how to making observation fit into your day, getting started, making observation a habit, using what you learn from observation and overcoming observation barriers. Cost: \$19.95

#### **Prime times: A handbook for excellence in infant and toddler programs**

Greenman, J., & Stonehouse, A. (1996). St. Paul, MN: Redleaf Press.

This is a practical and well-researched look at how child care programs can support early brain development and learning by structuring quality programs. Along with practical guidance, checklists, and scenarios, each chapter includes exercises to support thinking and learning. Cost: \$29.95

#### **Promoting meaningful learning: Innovations in educating early childhood professionals**

Yelland, N.J. (Ed.). (2000). Washington, DC: NAEYC.

Teacher educators from Australia and the United States describe their innovations in educating early childhood professionals in the university and other contexts. In this rich collection of ideas and innovations, students are shown being involved in a wide range of meaningful experiences. Participating in early childhood settings and the larger community, actively discussing issues, and collaborating with others, tomorrow's early childhood educators have experiences that make a lasting difference in the teaching and professional lives. Cost: \$9.00

#### **Protective urges**

California Department of Education. (1995). Sacramento, CA: Author.

In this videotape, caregiving and support for the development of very young children is explored from family and provider perspectives. In useful terms, parents speak candidly about their concerns, caregivers discuss ways to provide assistance, and both groups work out conflicting feelings about caregiver/child relationships. Part of the *Culture, Family and Providers* module described on page 10. Available in *Spanish and Chinese*. Stock No. 1270. Cost: \$65.00

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**Quality child care: Making the right choice for you and your child**

I Am Your Child. (1998). New York: Author.

This extremely high quality tape, narrated by Maria Shriver, provides clear, useful guidelines for evaluating center-based, family-based and in-home options. Brain development, the importance of early relationships, developing ongoing relationships with providers, the trauma of starting child care, responding to the needs of individual children, and working with employers are among the topics covered clearly and effectively. Cost: \$5.00

**Ready to learn**

I Am Your Child. (1999). New York: Author.

This video, hosted by LeVar Burton and Jamie Lee Curtis, takes parents on a journey revealing all the ways they can help children be better learners. The video emphasizes the importance of developing early literacy skills, even with newborns. From birth into the early years, parents are given tips on how to encourage their children to be excited about reading. Segments such as "Talk to Baby," "Listen and Respond to your Baby," "Sing to your Baby," and "Read to your Baby" are just a few examples used on this tape. Developmentally appropriate practices, like selecting age appropriate reading books and raising your child in a bilingual home, are addressed. Accompanying print materials offer additional suggestions. This is a resource that could also be used with students or caregivers to build an appreciation of the strategies that can support early literacy. Cost: \$5.00

**Reflecting children's lives: A handbook for planning child-centered curriculum**

Curtis, D., & Carter, M. (1996). Saint Paul, MN: Redleaf Press.

This publication provides some new approaches that encourage practitioners to reconsider their ideas about scheduling, observation, play, materials, space, and emergent themes for infants, toddlers, and young children. Charts, assessment tools, and notetaking spaces can be used for teaching, training, or implementation. Cost: \$21.95

**Resources for developmentally appropriate practice**

Perry, G., & Duru, M.S. (Eds.) (2000). Washington, DC: National Association for the Education of Young Children (NAEYC).

To foster best practices in early childhood educational settings and in meeting the challenges facing teachers, this resource offers an annotated bibliography of more than 1,200 entries (of studies, articles, books, videos, etc.). Preservice faculty, students, inservice trainers, administrators, and policymakers should find this a valuable resource. Cost: \$10.00

**Rethinking the brain: Early childhood brain development presentation kit**

Families and Work Institute. (1998). New York: Author.

This kit translates the groundbreaking report *Rethinking the Brain* into a set of materials designed for a broad array of audiences. Included in the kit are a Presentation Guide (key points, sample script, suggestions for tailoring presentations for specific audiences), set of 37 full color transparencies, and CD-ROM (contains disk files of the Presentation Guide and transparencies).

Cost: \$205.00 (includes postage and handling)

**Rethinking the brain: New insights in to early development**

Shore, R. (1997). New York: Families and Work Institute.

Researchers and practitioners from fields as diverse as neurobiology, education and human services are developing new insights into early childhood development, especially that of the brain. This report, based on proceedings from a groundbreaking conference on the topic in 1996, summarizes this growing body of information and explores its profound implications for future early childhood research, policy, and practice. Supplemental pages describe strategies for sharing this content with diverse audiences. Cost: \$25.00



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### School-Age Care Environment Rating Scale (SACERS)

Harms, T., Jacobs, E.V., & White, D.R. (1995). Williston, VT: Teacher's College Press.

Based on research evidence, professional criteria, and common knowledge, this scale provides an easy to use resource for defining high-quality care and assessing levels of quality in child care programs. Seven categories, including considerations for children with special needs, are covered. The SACERS could easily be used as a training tool, in conjunction with self-assessment, program improvement, or quality monitoring.

Cost: \$8.95

### Small wonders: Early brain development

National Center for Family Literacy. (1998). Louisville, KY: Author.

Here's a 12-minute video that distills to a simple form the latest information from brain research. By following a child and caregiver through typical routines and illustrating brain development through ordinary activities, this tape provides a concise, inexpensive professional development tool for multiple audiences. The opening segment on neurobiology is clear and concise, and the segment on windows (critical periods) for development is nicely done.

Cost: \$15.00

### SMALLTALK: Creating conversations with young children

Goldman, B. D., Roberts, J. E., & Nychka, H. B. (1991). Chicago, IL: Riverside Publishing Company.

This series of six videotapes illustrates how daycare providers, preschool teachers, and other early childhood specialists can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully. Stock No. 922005.

Cost: \$206.00 (complete series with 6 videotapes and brochures in a box)

### Social-emotional growth and socialization

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education.

This module is actually a set of integrated materials including a print resource (*Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization*), three videos (*First Moves, Flexible, Fearful, or Feisty, and Getting in Tune*), and a *Trainer's Manual*. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration.

Cost: Print material: \$12.50 plus sales tax. Videos: \$65.00 plus sales tax  
Trainer's manual: \$20.00 plus sales tax

### Stepping up: Financing early care and education in the 21st century

Ewing Marion Kauffman and David and Lucile Packard Foundations. (1999). Washington, DC: National Association of Child Advocates.

This series of four papers commissioned for a working meeting (*Making It Economically Viable: Financing Early Care and Education*) offer new insights about the challenges and opportunities associated with instituting new financing strategies on behalf of early childhood education. The questions raised, ideas debated, and next steps suggested could be thought provoking for students or practitioners. Cost: Free



### Taking stock: Tools for teacher, director and center evaluation

Neugebauer, R., (Ed.) (1994) Redmond, WA: Child Care Information Exchange.

This is a resource with practical advice on evaluation. Multiple forms and formats are provided for assessing performance. For the child-care program director, this will enable you to assess your own performance as well as the performance of your teachers and your center. For students, these can be resources to help develop the skills for evaluating programs they observe or work in. Cost: \$10.00

### Taking the lead: The many faces of leadership

Wheelock College. (DATE). Redmond, WA: Child Care Information Exchange.

Early childhood practitioners share their real-life stories in this 44-page booklet about recruiting and nurturing emerging and existing leaders, developing leadership curricula and re-examining infrastructures. Moving anecdotes that recount valuable lessons learned and recommend actions make this a valuable resource for preservice or inservice. Cost: \$15.00

### Talking and play: Language is the key

Cole, K. (1999). Seattle, WA: Washington Research Institute.

Preservice and inservice audiences can discover strategies for increasing language and building language/literacy skills with children (0–4) through these materials. The set, which is available in English, Spanish, and Korean, includes two 20-minute videos (*Talking and Play* and *Talking and Books*). An accompanying manual includes handouts, agendas, and other resources to support effective use of the videos, along with suggestions for enhancing cultural sensitivity, using interpreters/translators, and coaching others in skill development. Cost: \$95 (includes two videos and manual).

*Note:* The developers will lend a set for duplication upon request.

### Ten things every child needs

McCormick Tribune Foundation. (1997). Chicago, IL: Author.

*Interaction. Loving touch. Stable relationships. Safe, healthy environments. Self esteem. Quality child care. Play. Communication. Music. Reading.* This very inexpensive 1-hour videotape offers simple, well-supported suggestions for parents, teachers and child care providers that can help children develop social, emotional and intellectual skills. The tape's examples provide a great marriage between theory (research findings) and practice (applications to daily interactions with young children). Cost: \$12.00

### Tips for teaching infants and toddlers

Weil, C., D'Amato, E., Benson, D., & Cagan, F. (1998). Vero Beach, FL: The Speech Bin.

This book provides multisensory, interdisciplinary activities that provide infants and toddlers with abundant opportunities to see, hear, feel, manipulate, smell, experience, and interact with their world. A great resource for helping students develop themes and activities and some new ideas for practitioners. Cost: \$39.95

### What young children need to succeed: Working together to build assets from birth to age 11

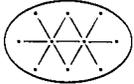
Roehlkepartain, J.L., & Leffert, N. (2000). Minneapolis: Free Spirit Publishing.

This book demonstrates the numerous ways in which developmental assets, or *positive* assets, can be nurtured in young children. Built upon the philosophy of child development specialists and researchers, the resource offers valuable tips for enhancing the self-esteem of children, allowing them to grow into more confident and caring adults. *A Leader's Guide*, written to accompany the book, gives hundreds of great tips on conducting effective workshops for different audiences, including families, practitioners and educators. Both volumes include ready-to-use instructional materials (e.g., case studies, handouts, resources) that can assist with teaching or training.

Cost: \$11.95 (book); \$19.95 (leader's guide)



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### **What's best for infants and young children?**

Brault, L, & Chasen, F. (Eds.) (1997). San Diego, CA: United Cerebral Palsy Association. This guide provides a resource for families, professionals and others who are interested in improving services and programs for infants and young children in their community. Self-assessments and examples of recommended practice could be used for program evaluation, teaching or training.

Cost: \$12.00. Ask for CoCoSer Best Practice Guide.

### **Young investigators: The project approach in the early years**

Helm, J.H. & Katz, L. (2001). Washington, DC: National Association for the Education of Young Children (NAEYC).

This book illustrates how all children, even those considered at risk, may benefit from the exploratory and child-initiated nature of project investigations in order to achieve mastery of basic literacy skills. It's a practical book with anecdotes, illustrations and supports for helping early childhood personnel take this active approach to supporting learning and development.

Cost: \$16.00

# Evaluation/Assessment

This section includes resources for training others in gathering and sharing child and family information.

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## Primary Resources

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### First years together: Involving parents in infant assessment

#### Project Enlightenment

This 19-minute videotape accomplishes several purposes. It provides parent perspectives on what they like and do not like about assessment procedures. It demonstrates professionals collaborating with parents in formal and informal assessment situations. It also demonstrates using assessment as an opportunity to plan interventions and support parent strengths and accomplishments.

**1989 Videotape** **\$35.00 plus 15% shipping & handling**

Project Enlightenment  
Publications  
501 S. Boylan Avenue  
Raleigh, NC 27603  
Phone (919) 856-7774 Fax (919) 508-0810

### Transdisciplinary arena assessment process: A resource for teams

#### Child Development Resources, Inc.

This 43-minute color videotape demonstrates a six-step family-centered transdisciplinary approach to arena assessment and IFSP development. The accompanying viewing guide provides an overview of the transdisciplinary approach, a summary of the six steps of the process as applied by CDR, as well as supporting activities and supplemental materials.

**1992 Videotape with print viewing guide** **\$149.95 (videotape and viewing guide), Stock No. CDR91E**

Child Development Resources (CDR)  
P.O. Box 280  
Norge, VA 23127-0280  
Phone (757) 566-3300 Fax (757) 566-8977  
Web: <http://www.cdr.org>



**Breaking the news**

Institute for Families of Blind Children. (1990). Los Angeles: Author.

This 15-minute videotape was developed for physicians but has application to interdisciplinary training audiences. It handles the content of sharing difficult diagnostic information sensitively and is a treasure. Cost: \$10.00

**But he knows his colors: Characteristics of autism in children birth to three**

McClain, C., & Osbourn, P. (1993). Van Nuys, CA: Child Development Media, Inc. (CHADEM).

This video was produced to assist in teaching families, educators, early interventionists, and other practitioners about the spectrum of behavioral characteristics seen in children with autism who are under the age of 3. Four children with autism (all under the age of 3) are shown in a variety of settings and situations. This is a great tape to develop observation skills. Cost: \$90.00

**Child observation techniques**

Drake, A., & Kubetz, D. (1994). Glen Ellyn, IL: Office of Instructional Design, College of DuPage.

This 27-minute videotape offers visual samples, guided practice, and feedback leading to the development of basic skills for observation. The examples that are provided for both toddlers and infants are not discipline-specific, and would be suitable for training of interdisciplinary paraprofessional and professional audiences. Cost: \$79.95

**Communication with preverbal infants and young children**

University of Colorado Health Sciences Center, School of Nursing. (1990). Lawrence, KS: Learner Managed Designs, Inc.

This set of materials includes a videotape, index of test items (for pre- and post-test), master copy of test items for reproduction, answer key and user's manual. Stock No. 1009. Cost: \$198.00 (videotape, manual, test packet).

**Early infant assessment redefined**

Pathways Awareness Foundation. (1992). Chicago, IL: Author.

This video is a longer version of *Is my baby OK?* and offers good teaching/training material in the areas of honoring family concerns about child development, family-centered interactions, and recognizing milestones of physical development. Cost: \$24.95

**First years together: A curriculum for use in interventions with high risk infants and their families**

Hornak, R.T., & Carothers, L.H. (1989). Raleigh, NC: Project Enlightenment.

Designed to provide sensitive opportunities to acquaint parents with their infant's characteristics through formal and informal assessments, this compilation provides lots of good information about infant/toddler development and praise/encouragement for families. Cost: \$20.00

**Improving the post-assessment process: Families and teams together**

Moore, S., Ferguson, A., & Eiserman, W. (1995). Boulder, CO: Department of Speech, Language & Hearing Sciences, University of Colorado at Boulder.

This videotape integrates comments from family members and professionals as support for developing family-centered approaches to post-assessment information sharing and service planning. The tape is well-organized and useful for integrating with other training, activities. Cost: \$10.00 plus postage

**Infant motor development: A look at the phases**

Goudy, K., & Winger, J. (1988). Tuscon, AZ: Therapy Skill Builders.

This set of materials includes a videotape, instructor's booklet and a pre-/post-test format.

Cost: \$69.00 plus shipping & handling

**Infant and toddler self-regulation: An approach for assessment and intervention**

Harrison, H., Du Rivage, J., & Clarke, J. (2000). Albuquerque, NM: The University of New Mexico/COE/Center for Family & Community Partnerships.

These materials were developed by Project SELF (Supports for Early Learning Foundations), a child development research program at the University of New Mexico. They are based on the concept that very young children (birth to 3) can be helped by their families to practice self-regulation skills, thus improving behavior and the successful completion of life skills or daily routines. The SELF manual includes an overview of the theoretical concepts of self-regulation and a clinical reasoning process for organizing and analyzing information within a collaborative family-professional framework. Other materials in the kit include a family guide, questionnaires, interview questions, and a CD-ROM for experienced professionals who feel comfortable learning the SELF Assessment-Intervention Process at their own pace. These materials might be used in preservice training across various disciplines, such as child development, psychology, speech-language pathology, occupational therapy, and early intervention and special education, and are recommended especially for assessment classes. Cost: \$125.00

**Informed clinical opinion**

Biro, P., Daulton, D., & Szanton, E. (1991, December). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

This document does a nice job of clearly describing what informed clinical opinion means in the context of Part H and how it affects the determination of eligibility. Cost: \$2.00

**Is my baby OK? (¿Está bien mi bebé?)**

Pathways Awareness Foundation. (1993). Chicago, IL: Author.

The first half of this video shows interactions between parents with developmental concerns about their children and physicians who are not concerned. These vignettes are great training examples for good and better and leave plenty of room for role-playing best interactions. The second half shows two different six-month old infants, one with typical motor skills and one with delayed motor skills, which could be used to develop observation and description skills. Cost: \$9.95

**New visions for the developmental assessment of infants and young children**

Meisels, S.J., & Fenichel, E. (Eds.). (1996). Washington, DC: ZERO TO THREE/National Center for Clinical Infant Programs.

A clear and current rethinking of the key issues from five perspectives that include family perspectives, cultural considerations, information gathering strategies, and policy considerations. Stock No. 135. Cost: \$35.00



**Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families**

Meisels, S.J., & Provence, S. (1989). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

This document focuses on the rationale, core components, and guidelines for establishing a system for screening and assessing young children with disabilities. Stock No. 07. Cost: \$8.00

**Technical assistance document for the category of developmentally delayed and use of professional judgment**

New Mexico State Department of Education. (1999). Albuquerque, NM: Early Childhood Network, Center for Development and Disabilities.

This resource includes a series of questions to guide professional judgement decisions, definitions of the components of the process of professional judgement, steps in the professional judgement decision-making process, guidelines for professional judgement decision-making, and additional considerations (service provision, monitoring considerations, exit criteria). Three case studies offer additional material for supporting teaching and training. Cost: Free while supplies last

**Transdisciplinary play-based assessment**

Linder, T.W. (1993). Baltimore, MD: Paul Brookes.

This monograph, companion to *Transdisciplinary Play-Based Intervention*, offers creative strategies for gathering information about young children (0–6) using natural play interactions. The book contains observation guidelines and worksheets for identifying a child's strengths, needs and areas of concern in cognitive, socio-emotional, communication-language and sensorimotor domains. Cost: \$41.95



## **Delivering family-centered, home-based services**

Larry Edelman

This videotape includes five vignettes, developed to be shown one at a time, followed by discussions and activities that are included in the facilitator's guide. Each illustrates what happens when service providers fail to practice family-centered principles. Roles are played by actual families and service providers, and stories are based on real-life situations. Each vignette illustrates a different theme and is organized in a manner that allows trainers to show a vignette, pause for discussion, show the "actors" reflecting on their interaction, and pause for additional discussion. Background on family-centered principles, objectives, and ideas for additional activities are also included. For many audiences they offer an opportunity to show an interaction, then invite a discussion of how the interaction might have occurred in a more family-friendly manner.

**1991 Videotape with facilitator's guide \$105.00 plus shipping & handling**

Kennedy Krieger Institute  
Training and Products Division  
7000 Tudsbury Road  
Baltimore, MD 21244  
(410) 298-9286 Fax: (410) 298-9288  
Web: <http://www.kennedykrieger.org/training/Products/Training%20Products.html>

## **Empowerment skills for family workers**

Christiana Dean, Betsy Crane, Jean Anne Dull, & Bud Lawrence

A set of three related monographs form this comprehensive curriculum from the New York State Family Development Training and Credentialing Program. Chapters address competencies in areas that include building mutually respectful relationships with families, communication, cultural competence, home visiting, and collaboration. The *Trainer's Manual* includes enough activities, discussion questions, transparencies, and handouts for over 100 hours of interactive training sessions. The *Field Advisor's Manual* includes portfolio forms and other materials that can be used to support and supervise practica. The *Worker Handbook* provides resources, questions, and activities for extending individual learning. These are materials that could easily be used in preservice or inservice settings to develop skills and competencies necessary for effective family-professional collaboration.

**1997 Print, 3-hole punched**

<b>Trainers Manual</b>	<b>\$32.00</b>
<b>Field Advisor's Manual</b>	<b>\$10.00</b>
<b>Worker Handbook</b>	<b>\$32.00</b>

Cornell Resource Center  
7 Business and Technology Park  
Ithaca, NY 14850  
Phone (607) 255-2080 Fax (607) 255-9946  
Email: [Dist\\_Center@ccc.cornell.edu](mailto:Dist_Center@ccc.cornell.edu)

## **Essential interviewing, a programmed approach to effective communication**

David Evans, Margaret Hearn, Mac Uhlemann, & Allen E. Ivey

This programmed text defines and demonstrates how to use a group of core communication skills essential to interview anyone.

**1993 (4th edition) Print \$46.76**

Thomson Learning  
P.O. Box 6904  
Florence, KY 41042  
Phone (800) 354-9706 Fax (800) 487-8488  
Email: [sales@thomsonlearning.com](mailto:sales@thomsonlearning.com) Web: <http://e-catalog.thomsonlearning.com/161/>

**Families, professionals and exceptionality:  
A special partnership**

Ann P. Turnbull &amp; H.R. Turnbull, III

The fourth edition of this classic and enduring text and its companion instructor's manual offer many activities related to family-centered practices. Each of 14 topical chapters (examples: Historical and current roles of parents, family functions, referral and evaluation) includes ideas for student projects and class discussions, assignments and discussion questions. A course syllabus, including requirements, topical outline, weekly assignments and class project options, are also provided. An accompanying web site (<http://www.prenhall.com/turnull>) offers additional resources and ideas.

**2001 Print \$52.00**

Merrill/Prentice Hall  
Order Production Center  
P.O. Box 11071  
Des Moines, IA 50336  
Phone (800) 282-0693 Fax (800) 835-5327  
Web: <http://vig.prenhall.com/>

**Family-centered communication skills: Facilitator's guide**

Larry Edelman, Beth Greenland, &amp; Bessie L. Mills

This manual contains materials and step-by-step instruction for conducting a training session on family-centered communication. The learning sequence is designed for interdisciplinary audiences and benefits greatly from the participation of parents. Activities focus on using positive language, active listening techniques, and strategies for communicating clearly and respectfully.

**1992 Print \$20.00 includes postage & handling**

Kennedy Krieger Institute  
Training and Products Division  
7000 Tuftsbury Road  
Baltimore, MD 21244  
(410) 298-9286 Fax: (410) 298-9288  
Web: <http://www.kennedykrieger.org/training/Products/Training%20Products.html>

**The family focused interview**

SKI HI Institute

This two-part videotape is designed to be a self-instructional program. It illustrates an interview process and skills related to communicating with families of young children with special needs.

**1991 Videotape and Workbook \$55.00 (Request item #220)**

Hope, Inc.  
1856 North 1200 East  
North Logan, UT 84321  
Phone (435) 752-9533





**Working with families: A curriculum guide for pediatric occupational therapists**

Barbara E. Hanft, Janice Burke, Margeret Cahill, Kathleen Swenson-Miller, & Ruth Humphry

This curriculum is divided into nine modules addressing issues therapists need to know about to work effectively with families who have children with special needs. Each unit contains learning objectives, discussion points including implications for practice, teaching activities, recommended readings and teaching resources. Topics addressed by the modules include "Families: System and Life Cycles," "Impact of Society on Family Functions and Services," "Culture and Ethnicity," "Providing Family-centered Care: Parent/Professional Partnerships," "Family Life: Caring for a Child with Special Needs," "Working with Families under Stress," "The IFSP Process," "Including Family Members in the Child's Assessment," and "Providing Early Intervention Services."

**1992 Print \$10.00**

FPG Child Development Center  
Publications Office  
CB #8185, UNC Campus  
Chapel Hill, NC 27599-8185  
Phone (919) 966-4221 Fax (919) 966-0862  
Email: pubs@mail.fpg.unc.edu Web: <http://www.fpg.unc.edu>

**Working with families in early intervention: An interdisciplinary preservice curriculum**

Pamela J. Winton

A preservice curriculum for graduate students consisting of eleven 3-hour modules or a semester-long course. Topics covered include "Developing a Rationale for an Interdisciplinary Approach to Early Intervention," "Family Theories (Systems and Life Cycle Perspectives)," "Family Adaptation (Child and Family Factors and Impact of Culture, Community and Intervention)," "Developing a Rationale for an Empowering Approach to Families Models of Helping)," "Application of Principles to Practices (IFSP and the Family as Members of the Team, Collaborating with Families in Child Assessment, Identifying Family Needs and Strengths, and Family-Professional Collaboration in Goal-setting and Intervention)," "Communication Strategies for Assessment and Goal-setting," and "Service Coordination." Resource materials include teaching objectives, suggested student activities, references, and resources.

**1991: Print \$15.00**

FPG Child Development Center  
Publications Office  
CB #8185, UNC Campus  
Chapel Hill, NC 27599-8185  
Phone (919) 966-4221 Fax (919) 966-0862  
Email: pubs@mail.fpg.unc.edu Web: <http://www.fpg.unc.edu>

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**Supplemental Resources**

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**Beyond the grief**

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author.

In this sequel to the video "Good Grief," Ken Moses expands on his theories about how each of the grieving states works and the role they play in moving beyond the loss of the "normal" child to appreciation for the child the parents actually have. Cost: \$10.00 includes tax, postage & handling.

### **Building the healing partnership**

Leff, P.T., & Walizer, E.H. (1992). Cambridge, MA: Brookline.

This book is about family-professional partnerships in the context of early intervention programs. Each chapter includes a section on "Handling Things Better" with instructive vignettes that offer differing viewpoints and comparisons of similar crises that illustrate the divergent approaches of practitioners in like situations, and the subsequent impact on the partnership. Amy Whitehead recommended this book for the *Resource Guide* as the best she had found on the topic of family-professional partnerships. Cost: \$24.95

### **Celebrating family strengths: A curriculum for educators**

PACER Center. (1993). Minneapolis, MN: Author.

The activities in this curriculum were designed to build self-esteem in children by gaining a strong positive view of themselves and their families. They can easily be used to help children, families and service providers appreciate the unique strengths of different family designs and systems. Cost: \$10.00

### **Charlotte Circle intervention guide for parent-child interactions**

Calhoun, M.L., Rose, T.L., & Prendergast, D.E. (1991). San Antonio, TX: Communication and Therapy Skill Builders.

Intervention goals, strategies and activities for developing social interaction skills. Activity sheets for caregivers are reproducible as handouts. *Activities are provided in Spanish and English.* Cost: \$39.00

### **A credo for support**

Kunc, N., & Van der Klift, E. (1995). Nanaimo, BC: Axis Consultation & Training, Ltd.

This powerful 4-minute (closed captioned) video set to music offers a series of suggestions for people who care about and support someone with a disability. It prompts viewers to question the common perceptions of disability, professionalism, and support. Designed for use in preservice, inservice, staff training, and orientation programs, this video can be a provocative catalyst for a dialogue on these issues. Cost: \$33.00

### **Do you hear what I hear? Parents and professionals working together for children with special needs**

Fialka, J., & Mikus, K.C. (1999). Ann Arbor, MI: Proctor Publications, LLC.

Cutting through the rhetoric and jargon of the partnerships literature, Janice Fialka and Karen Mikus offer us an entirely fresh, dynamic, and interactive way to gain new insights. As an educator, you may find this is a useful supplemental text on assessment and intervention or to bring the power of the personal voice into the classroom and training. Cost: \$10.00

### **Effective communication for parents and professionals**

Duffy, S., Phillips, S., Davis, S. Maloney, T., Stromnes, J., Miller, B., & Larson, K. (1992). Missoula, MT: Rural Institute on Disabilities, University of Montana.

This sequence of topical activities address aspects of parent-professional communication in an information plus follow-up activities format that could be easily used in preservice or inservice applications. There are some clever headings to describe the aspect of communication being targeted. For example, the unit on nonverbal communication is called "His Mouth Said Yes! Yes! But His Eyes Said No! No!" Other sections have to do with improving the communication climate, assertiveness, and leading and participating in meetings. All material necessary for use of each section is provided. Cost: \$8.00

NEW IN THE  
10TH EDITION



### **Equals in this partnership: Parents of disabled and at-risk infants and toddlers speak to professionals**

ZERO TO THREE/The National Center. (1986). Vienna, VA: National Maternal and Child Health Clearinghouse.

This is a classic compilation of writings by parents of children with disabilities.

Cost: \$7.50 includes shipping & handling

### **Family partnerships: A continuous process**

U.S. Department of Health and Human Services. (1996). Washington, DC: U.S. Government Printing Office.

If you're looking for detailed, practical training materials on collaboration with families, this volume from the series *Training Guides for the Head Start Learning Community* may be just the ticket. Four modules ("Partnering with Families," "Exploring Family Growth," "Making Family Goals a Reality," "Practicing Professionalism") include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice.

Cost: \$17.00

### **Families and schools: An essential partnership**

SouthEastern Regional Vision for Education (SERVE). (1996). Tallahassee, FL: Author.

This resource is designed to assist personnel in developing effective family involvement strategies, programs, and partnerships. Using an inclusive definition of family, the document offers a self-assessment instrument and process for increasing collaboration, information about successful models, tools and examples for supporting collaboration, and information about additional resources. For teaching and training, this resource can compliment other family-centered methods and materials focused on school-age children.

Cost: \$5.00

### **Family album**

Portage Project. (1988). Portage, WI: Author.

This 23-minute videotape shares the experiences, feelings and concerns of parents raising a child with a disability. A particularly useful section is the one in which families describe the qualities they look for in home visitors. A discussion guide offers suggestions for increased awareness and improved relationships.

Cost: \$40.00

### **Family-centered care: An approach to implementation**

Hostler, S.L., M.D. (Ed.). (1994). Charlottesville, VA: Kluge Medical Center, University of Virginia.

This resource does a fine job of describing a nationally representative sample of models for implementation of family-centered practices. A useful collection for promoting improvements on or alternatives to existing personnel preparation and service delivery models.

Cost: \$20.00 plus postage

### **Family-centered care: Bloopers, blunders and their alternatives**

Munroe-Meyer Institute. (1993). Omaha, NE: Munroe-Meyer Institute, Media Center.

Nine principles that are critical to family-centered care are illustrated in this videotape. While the bloopers and blunders are exaggerations of real life situations, they do emphasize the infractions of family-centered care that service providers often make. At an awareness level, this resource can promote discussion; at an application level it can inspire role plays that build student/practitioner capability.

Cost: \$95.00

**Family-focused practice in out-of-home care: A handbook and resource directory**

Braziel, D.J. (1996). Washington, DC: Child Welfare League of America.

This publication is designed to help leaders in out-of-home care agencies to bring a family focus to their policy, administrative, and program structures. Background articles, first person narratives, measures, sample forms/formats, handouts, and exercises can be used to shape individual or collective attitudes and policies regarding the need for a comprehensive array of services to address the needs of children who are living apart from their families on either a temporary or long-term basis. This is an interesting resource providing training material that comes at family-centered practice from the slightly different perspective of out-of-home care. Cost: \$18.95

**Family/professional collaboration for children with special health needs and their families**

Bishop, K.K., Woll, J., & Arango, P. (1993). Arlington, VA: National Center for Education in Maternal and Child Health.

This monograph has some nice quotes, some useful lists, and some good supporting information on important aspects of collaboration. Examples are pulled from both health and education. Cost: Free

**Good grief**

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author.

This 40-minute videotape focuses on the grieving process associated with parenting a child with disabilities. Ken Moses explores how the process helps parents make changes necessary to live with a child, and life that is quite different from what was anticipated. Cost: \$10.00 includes shipping & handling

**Hospitals moving forward with family-centered care**

Hanson, J.L., Johnson, B.H., Jeppson, E.S., Thomas, J., & Hall, J.H. (1994). Bethesda, MD: Institute for Family-Centered Care.

This publication is designed to encourage hospital staff, governing and advisory boards, and families to engage in a process of change toward family-centered care. Lists and worksheets could easily be used in training to discuss how hospitals can translate family-centered principles into practice. Cost: \$10.00

**Listening to families**

American Association for Marriage and Family Therapy (AAMFT) Research and Education Foundation. (1995). Van Nuys, CA: Child Development Media (CHADEM).

This 13-tape series is designed to provide teaching examples of effective communication and interviewing skills. Two tapes are content specific (*Exploring Family Strengths* and *Building a Family Partnership*). The remaining tapes illustrate in-depth (60 minute) conversations between therapists and families of young children with disabilities. The families are diverse in both culture and configuration. Accompanying brochures offer highlights of each video, including teaching objectives and discussion questions. Cost: \$85.00 per tape

**On this journey together**

Ohio Department of Mental Retardation/Developmental Disabilities. (1991). Columbus: Author.

This series of four videotapes (approximately 22 minutes each) is made up of interviews with members of sixteen Ohio families that include children (ages 2–13) with disabilities. Each tape addresses a different topic, including “The Early Days” (initial reactions to diagnoses and labels, helpful strategies), “Partnering with Professionals” (successes and frustrations in working with the professionals who provide services), “Building Brighter Futures” (dreams and expectations, including how to keep them alive), and “Resources for Families” (accepting assistance and support from friends, families, community, and service agencies). Compelling stories and examples for inservice or preservice training. Cost: \$10.95 each; \$34.95 for all four



### **One of the family**

Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). Denver: Western Media Products.

Four culturally diverse families, each with a young child with disabilities. Each family warmly describes the values that motivate them: including their children in all family activities, treating them as children first, expecting the most from them, looking for a normal family life, and choosing professionals who support their values. Cost: \$39.95

### **Strengthening the family-professional partnership in services for young children**

Roberts, R.N., Rule, S., & Innocenti, M.S. (1998). Baltimore: Paul Brookes.

This book explains the shift toward the inclusion of families of children with disabilities in the care of their children. Various ways that families can participate are discussed in depth and include service coordination, preservice personnel preparation, program evaluation, and systems-level support. Brief case studies explain the realities (pain and joy) of parenting children with special needs and demonstrate how resourceful families can be for professionals and for themselves. This book is well-suited for preservice early childhood personnel, especially those who are doing practica or internships with families of children with special needs. Cost: \$29.95

### **Supporting families**

Benn, R. (1994). Detroit, MI: Merrill-Palmer Institute, Wayne State University.

This videotape and accompanying manual can be used in a variety of ways: as an informational resource on the Part H process, a training tool on family-centered practices, or a catalyst for discussion of key early intervention concepts or values. Some videotape segments are a little dry, and some are Michigan Early On-specific, but the discussions are thoughtful and could promote valuable discussion and learning. Cost: \$9.30. Cost: \$10.00 (videotape); \$3.00 (scrapbook)

# IFSP/IEP

This section includes resources for sharing information and promoting learning about the IFSP and IEP processes.

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## Primary Resources

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### Developing individualized family support plans: A training manual

Tess Bennett, Barbara V. Lingerfelt, & Donna E. Nelson

This curriculum provides an intensive and comprehensive inservice training plan for learning the process of developing Individualized Family Support Plans (IFSPs). The workbook is organized into three sessions: a rationale for the IFSP, principles of family-centered assessment and intervention (four interrelated modules) and case studies/activities. Each section includes trainer's notes, a preview of important points, discussion questions, space for note taking, subject matter content and related activities, and checklists for review. In addition, the authors provide a general trainer's section which reviews principles of adult learning, options for effective training schedules and strategies for maximizing the effective use of the materials.

**1990 Print**

**\$24.95**

Brookline Books

P.O. Box 1047

Cambridge, MA 02238-1047

Phone (800) 666-2665 Fax (617) 868-1772

Email: brooklinebks@delphi.com Web: <http://www.brooklinebooks.com/>



### Family and the IFSP process

Kennedy Krieger Institute

This instructional package includes a 90-minute training video and a facilitator's guide. The videotape is structured to provide information about and illustrations of key landmarks in the IFSP process (first contacts, development of outcomes, identifying family concerns, priorities and resources, initial IFSP meetings, development of transition plans). The illustrations take the form of vignettes in which practices that are less than family-centered are shown in black and white and family-centered approaches are shown in color. Viewers can easily be cued to watch for specific actions that may create barriers or that foster positive, collaborative relationships. The accompanying facilitator's guide provides clear suggestions for use of the materials as part of a statewide, local, inservice, preservice, part-day or multi-day training experience, along with activities and handouts.

**1993 Print with accompanying  
90-minute videotape**

**\$165.00/copy of the video and guide**

Kennedy Krieger Institute

Training and Products Division

7000 Tuftsbury Road

Baltimore, MD 21244

(410) 298-9286 Fax: (410) 298-9288

Web: <http://www.kennedykrieger.org/training/Products/Training%20Products.html>

## Handbook for the development of a family-friendly Individualized Family Service Plan (IFSP)

Vicki Turbiville, Ilene Lee, Ann P. Turnbull, & Douglas Murphy

This handbook captures the process of IFSP development used at the Beach Center on Families and Disability. The first ("A Holistic View of the Individualized Family Service Plan") section contains general information on the IFSP process. Four additional sections correspond roughly to the stages of development of the IFSP: "The Initial Meeting with the Family," "The Evaluation of the Child," "The Planning of the IFSP," and "The Actual IFSP Meeting." Sections contain key principles or guidelines, activities, forms and additional resources.

1992 Print

*Program rating scales  
are available in Spanish.*

\$7.00

Parent versions are also available  
in English (\$15), Spanish (\$6.50),  
and Chinese (\$6.50). Stock No. 31

Order Department  
Beach Center on Families and Disability  
University of Kansas  
Haworth Hall, Room 3136  
Lawrence, KS 66045-7516  
Phone (785) 864-7600 Fax (785) 864-5323  
Web: <http://www.lsi.ukans.edu/beach>



### Implementing family-centered services in early intervention: A team-based model for change

Donald B. Bailey, P. J. McWilliam, Pamela J. Winton, & Rune Simeonsson

This monograph describes a team-based decision-making workshop for implementing family-centered services in early intervention. It differs from a typical training curriculum in that it focuses on the decisions that teams must make as they seek to become family-centered. It was developed to provide the structure for a four-day workshop in which teams (paraprofessionals, professionals, family members, administrators) progress from identification of the elements of a family-centered approach to identifying, establishing and tracking their plan for ensuring that positive change occurs. Goals, handouts, and transparencies are provided.

1992 Print

\$19.95

Brookline Books  
P.O. Box 1047  
Cambridge, MA 02238-1047  
Phone (800) 666-2665 Fax: (617) 868-1772  
Email: [brooklinebks@delphi.com](mailto:brooklinebks@delphi.com) Web: <http://www.brooklinebooks.com/>

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## Supplemental Resources

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### Colorado guidelines for the IFSP process

Miller, J., & Petersen, S. (1998). Denver, CO: Colorado Department of Education.

This thoughtful booklet delineates a process full of possibilities and illustrates them with many suggestions, checklists and family stories. Instructionally, the examples could be used to compare/contrast with policies and procedures of other states and the stories could be used as mini-cases.

Cost: Single copies are free from the Colorado Department of Education

## Creating a vision: The Individual Family Service Plan

Colorado Interagency Coordinating Council and Colorado Department of Education. (1990). Denver, CO: Denver Early Childhood Connection. [Videotape].

This 30-minute tape illustrates Colorado's model for developing and implementing the IFSP; including the priority for the IFSP process to be adaptable, flexible, family-centered and supportive of families' values, goals and dreams. Cost: \$10.00 plus shipping and handling

## A family's guide to the Individualized Family Service Plan

Cripe, J.J.W. (1995). Baltimore, MD: Paul Brookes.

Very straightforward information about the IFSP provided through videotape of families working with professionals with voiceover narration and family remarks about the process. The videotape presents informative content, but doesn't address IFSP process issues. Could easily be paired with discussion questions about local /state variations in process, models of service delivery (direct, consultative), and financing. Cost: \$44.00

## The IEP: A tool for realizing possibilities

PEAK Parent Center. (1999). Colorado Springs, CO: Author.

This upbeat and non-technical video was designed to support family members in being more active players in meetings that are critical to the education of their children. Companion facts, personal statements, updates specific to IDEA 1997 amendments make this a nice tool for teaching, training or staff development. *Available in English and Spanish.* Cost: \$23.00

## Indiana's guide to the Individualized Family Service Plan

First Steps. (1992). Indianapolis, IN: First Steps.

A guidebook designed to assist families and other team members in the process of developing an IFSP. Cost: Free

## Into our lives

Hunt, M., Cornelius, P., Leventhal, P., Miller, P., Murray, T., & Stoner, G. (1991). Tallmadge, OH: Family Child Learning Center.

This guidebook was written by families of children with disabilities as a way to help families and professionals better understand and navigate the IFSP process. Cost: \$7.00

## Routine based IEP

Early Childhood Collaborative Services Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

This is a nice, straightforward workbook, with ideas and activities for reflecting family routines and activity-based goals in IEPs. Cost: \$6.00

## The steps to creating a better IFSP

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

A serialized story of the Canaletto family weaves together the sections of this resource which offers content, activities, vignettes and checklists for creating better IFSPs. The sections on promoting participation in natural environments, assigning [transdisciplinary] intervention responsibilities, and evaluating early intervention are particularly strong. Cost: \$20.00

## Understanding the Individualized Family Service Plan: A resource for families

Cash, J. A. (1991). Norge, VA: Child Development Resources.

A workbook for familiarizing families with all aspects of the IFSP process. Cost: \$18.00

# Inclusion

This section identifies materials for promoting well-designed, integrated environments and programs that supports the development of all young children.

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## Primary Resources

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### **Best practices in integration (BPI) inservice training model**

**Susan M. Klein & Susan Kontos**

BPI is an inservice training model for persons delivering services for infants, toddlers and preschool children with special needs within community-based early childhood settings. The emphasis of the Guide and Instructional Modules is systems change through community resource networks, a training process to ensure knowledge and skill regarding collaborative consultation by early interventionists, and a technical assistance process to facilitate the integration of young children with special needs in regular early childhood programs and successful collaboration among all partners. These are well thought-out materials and a bargain for the price.

**1993: Print**

**\$20.00 including postage**

**If a Purchase Order is used, address it to the attention of Susan M. Klein**

Susan M. Klein  
Indiana University  
School of Education  
201 N. Rose Avenue, Room 3258  
Bloomington, IN 47405  
Phone (812) 856-8167

### **Inclusive child care: A training series for early childhood professionals**

**Patricia W. Wesley & Brenda C. Dennis**

This set of materials is designed to give adults information they need about how to include children with disabilities in regular child care programs. Professionals who provide teaching or training in the early care and education fields will find the curriculum comprehensive, current and easy to use. The instructor package includes an *Instructor Manual*, one *Participant Handbook*, a slide presentation, overhead transparencies, and a CD-ROM with all overhead transparencies in Microsoft® PowerPoint format. The curriculum is presented as eight modules (e.g., "Why Inclusion?," "Supporting Children's Play," "Guiding Behavior") that require 44 hours of instructional time, broken into 2-hour sessions. Skilled instructors could also easily use modules individually.

**2000 Print/Slides**

**Cost: Instructor Package \$ 125.00**

**Participant Handbook: \$20.00**

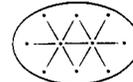
**Color Overhead Transparencies and CD-ROM  
(for all 8 modules) \$100.00**

FPG Child Development Center  
Publications Office  
CB #8185 Sheryl-Mar Building  
The University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-8185  
Phone (919) 966-4221 Fax (919) 966-0862  
Email: pubs@mail.pfg.unc.edu Web: www.fpg.unc.edu/~PFI/Pages/Products/icc.htm

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**Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities and places**

Larry Edelman (Producer)

Supports and services for infants and toddlers with special needs are best provided in the context of families' everyday routines, activities, and places (also known as "natural environments"). This approach is supported by research findings and federal public policy through Part C of the Individuals with Disabilities Education Act (IDEA). Each of the six stories in this video demonstrates best practices as a therapist or early childhood specialist works collaboratively with a family to achieve meaningful goals for their child. In each story the parents and providers offer reflections on their experiences. The videotape was developed for use in both preservice education and inservice training programs and offers examples that would be meaningful with diverse audiences, including therapists, early childhood specialists and service coordinators. The tape is also useful for illustrating this approach to early intervention supports and services to families. The companion *Facilitator's Guide* offers background information on the stories along with suggestions for leading discussions and facilitating activities to enhance viewers' learning.

<b>2001</b>	<b>Videotape/Print</b>	<b>\$65.00</b>
Western Media Products		
P.O. Box 591		
Denver, CO 80201		
Phone (303) 455-4177 or (800) 232-8902		Fax (303) 455-5302
Web: <a href="http://www.media-products.com">http://www.media-products.com</a>		

**SpecialCare curriculum and trainer's manual**

Child Development Resources, Inc.

This is a complete core curriculum with trainer's manual and supporting materials that can be used to train home- and center-based caregivers to help them care for young children with disabilities in inclusive child care settings. SpecialCare has been field tested with more than 186 home- and center-based child care providers. Evaluation results indicate that caregivers' comfort, knowledge and interest in caring for children with disabilities increased following training. Parents of children with disabilities living in communities where SpecialCare training was provided reported that care was significantly more available following training.

<b>1993</b>	<b>Print with accompanying videotapes necessary to conduct the training)</b>	<b>\$225.00 (includes all videotapes)</b>
<b>Stock No. CDR93J</b>		
Child Development Resources (CDR)		
P.O. Box 280		
Norge, VA 23127-0280		
Phone (757) 566-3300		Fax (757) 566-8977
Web: <a href="http://www.cdr.org">http://www.cdr.org</a>		

**Strategies for preschool intervention in everyday settings (SPIES): A video-assisted program for educators and families**

Sarah Rule & Barbara Lancelot

The SPIES curriculum is designed to introduce intervention strategies that can be used with children who have disabilities, special health needs, or are at risk for the development of a disability. Using everyday settings as the context for intervention, these very thorough materials introduce strategies that can be used to help children master IEP or IFSP objectives. While the primary age range targeted is preschool (3-5), there is also content specific to infants and toddlers (0-2). The curriculum is divided into six modules (Creating Teaching Opportunities, Providing Help, Incidental Teaching,



Tracking Progress, Prior to Preschool, and Planning Intervention Across the Day), each of which includes facilitator materials, participant materials (handouts), and a companion videotape. A CD-ROM version is also available.

**1998 Print, videotape, CD-ROM \$390.00 (six video modules);  
\$44.00 (CD-ROM and manual)**

Center for Persons with Disabilities  
c/o Connie Panter  
Utah State University  
6818 Old Main Hill  
Logan, UT 84322-6818  
Phone (435) 797-1993 (voice) or (435) 797-1981 (TDD)  
Fax (435) 797-3944  
Email: [connie@cpd2.usu.edu](mailto:connie@cpd2.usu.edu) Web: <http://www.cpd.usu.edu/SPIES/>

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## Supplemental Resources

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### ABCs of inclusive child care

Texas Planning Council for Developmental Disabilities. (1993). San Antonio, TX: Author.

This 14-minute videotape has many appealing features: culturally diverse parents, providers and children illustrating the benefits of inclusion, closed captioning and a perfect price—free and copyable. A very well-made and enjoyable-to-watch introduction for use with a variety of training audiences.

Cost: Free. Call (800) 262-0334 to order

### Adapting curriculum & instruction in inclusive early childhood classrooms

Cross, A.F., & Dixon, S.D. (1997). Bloomington, IN: Indiana Institute on Disability and Community.

This manual provides a clear framework for planning and implementing adaptations for young children in any early childhood setting. Nine types of adaptations are suggested, along with examples and sample activity plans. The materials are presented in a way that would support preservice or inservice learning about adapting programs and practices to be more inclusive.

Cost: \$11.00

### An administrator's guide to preschool inclusion

Wolery, R.A., & Odom, S.L. (2000). Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina.

The guide was developed to help administrators who are responsible for setting up, monitoring, supporting and maintaining inclusive programs for preschool children with and without disabilities. It delineates barriers and roadblocks, while at the same time offering strategies, supports and illustrations. One very useful feature is the section on collaboration and consultation.

Cost: \$25.00. Available online at <http://www.fpg.unc.edu/~ecrii/>

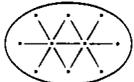
### Administrator's policy handbook for preschool mainstreaming

Smith, B.J., & Rose, D.F. (1993). Cambridge, MA: Brookline Books.

This handbook was designed to assist public school administrators in developing policies and procedures that assist in successful mainstreaming. All forms and materials included may be freely copied.

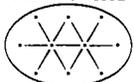
Cost: \$39.95

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## **Being a kid: Services and supports in everyday routines, activities and places**

Edelman, L. (Producer). (1998). Denver: Western Media Products.

Here are 6-minutes of vignettes of a physical therapist working with a young child and his family at a neighborhood playground. Through reflective interviews, the video shows the therapist and the family working collaboratively to integrate functional therapy goals into daily routines and places.

Cost: \$23.95

## **Can I play too?**

Partnerships for Inclusion. (1993). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author.

This is a set of three videos about inclusion of young children with special needs, birth through five years of age, in community child care programs. The videos, which have been used effectively to raise awareness in inservice and preservice training formats, present three different perspectives (overview version, provider version, parent version) on inclusion.

Cost: \$25.00 (overview); \$50.00 (parent or provider version)

## **Caring for children with special needs: The Americans with Disabilities Act and child care**

Child Care Law Center. (1995). San Francisco, CA: Author.

A guide for child care providers to assess their legal responsibilities in including children with disabilities, including reasonable accommodations, licensing, confidentiality, cost, and liability. This mini-monograph is set up in a clear question-and-answer format that could easily be adapted for training purposes. Additional features are a nice flowchart and lists of helpful materials and resources.

Cost: \$12.50 plus shipping

## **The Carolina curriculum for infants and toddlers with special needs**

Johnson-Martin, N.M., Jens, K.G., Attermeier, S. M., & Hacker, B.J. (1991). Baltimore, MD: Paul H. Brookes.

Curriculum designed to be used both with the child who is developing slowly, but in a normal pattern, and the child with multiple disabilities whose patterns of development are markedly atypical.

Cost: \$41.95

## **The Carolina curriculum for preschoolers with special needs**

Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. J. (1990). Baltimore, MD: Paul H. Brookes.

Companion volume to previous entry.

Cost: \$34.00

## **Child Care+ curriculum on inclusion: Practical strategies for early childhood programs**

Montana University Affiliated Rural Institute on Disabilities. (1999). Missoula, MT: Author.

The approach taken by this curriculum is unique: it suggests that by providing high quality care, young children of all abilities will grow and learn successfully. Through 12 chapters, information is offered that ranges from the history of inclusion to building partnerships with families and arranging the environment for learning. Activities, examples and forms are provided throughout. Cost: \$66.50

**Children's books and materials**

Partnerships for Inclusion. (1995). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author.

This is an annotated bibliography of children's books and materials that support inclusion values and practices. The publications described include positive examples of children with cultural differences and developmental differences. A great resource for suggesting books for programs or libraries to order, or for reproduction as a handout to carryover inclusion concepts. Cost: Free w/SASE

**A circle of inclusion**

Learner Managed Designs, Inc. (1989). Lawrence, KS: Author.

This 27-minute videotape provides images of children (3-6) with severe and multiple disabilities effectively integrated in Montessori classrooms. Special educators, early educators, and parents of both children with disabilities and children who are developing typically, share initial concerns, experiences, and outcomes. High-quality footage and lots of applications to preservice or inservice. Stock No. 103b. Cost: \$99.00

**A community for all children: A guide to inclusion for out-of-school time**

Miller, K.D. & Schleien, S.J. (2000). Davidson, NC: Exceptional Children's Assistance Center (ECAC).

Within this *free* publication you'll find many ideas and illustrations for promoting inclusion of children of all ages in diverse community settings, including schools. The examples are relevant, the information is useful and the strategies are doable. Cost: Free

**Early childhood inclusion: Focus on change**

Guralnick, M.J. (Ed.). (2001). Baltimore: Paul Brookes.

Drawing on their research and extensive experience, the authors examine benefits and drawbacks of inclusion, factors facilitating inclusion, and issues that face children in different environments with different developmental challenges. Designed for professionals, instructors, and students in early intervention and early childhood education, the book focuses on where inclusion is today and what needs to happen to keep the field moving forward. The final chapter presents a national agenda for change—a framework of ideas for meeting challenges and achieving an agreed-upon set of principles and practices—in order to create optimal educational environments for all children. Cost: \$65.00

**Educating Peter**

Ambrose Video Publishing, Inc. (1993). New York: Author.

This 30-minute videotape is the Academy Award-winning story of one child with Down syndrome and his classmates in Mrs. Stallings' third grade class in Blacksburg, Virginia. The video, with accompanying study guide, could be used to illustrate and explore a variety of inclusion concepts. This video has appeal for all ages, including elementary-aged children. Cost: \$79.95 plus shipping & handling

**Full participation through the IEP process**

Maryland Coalition for Inclusive Education. (1999) Hanover, MD: Author.

This workbook was created to help parents design Individualized Education Plans (IEPs) and implement strategies for achieving integrated school placements. It provides suggestions and examples for laying the groundwork, making decisions, supporting implementation and monitoring effectiveness. This material is a valuable resource for parents on how to direct the IEP process and for students or practitioners on how to support family priorities. Cost: \$23.00



**Getting together: A Head Start/school district collaboration**

Lindeman, D.P., & Adams, T. (1997). Baltimore: Paul Brookes.

In this video and booklet, the directors of a school district's special education program and a local Head Start program describe how they collaborate to include children with disabilities in Head Start classrooms. The materials address issues such as leadership, staff support, and policy development. Strong messages about interagency collaboration to support inclusion are reinforced through auditory and visual channels. Cost: \$46.00

**Handbook for the inclusion of young children with severe disabilities**

Thompson, B., Wickham, D., Wegner, J., Ault, M. M., Shanks, P., & Reinertson, R. (1992). Lawrence, KS: Learner Managed Designs.

This book offers strategies for implementing exemplary full inclusion programs within communities from perspectives that range from start-up and personnel preparation to environmental, social and instructional inclusion. Lots of examples, resources and helpful checklists. Cost: \$34.95

**Hello my friends**

British Columbia Association for Community Living. (1992). Vancouver, BC: Author.

This videotape shows successful integration strategies in the New Ungraded Primary Program in British Columbia. One of the highlights is portions of a mapping process being conducted for a student named Ian. Cost: \$45.00

**Including children with significant disabilities in Head Start**

U.S. Department of Health and Human Services. (1996). Washington, DC: U.S. Government Printing Office.

If you're looking for detailed, practical training materials on inclusion, this volume from the series *Training Guides for the Head Start Learning Community* may be just the ticket. Three modules ("Getting Ready," "Making It Work," "Promoting Collaboration: From Recruitment to Transition") include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice. Cost: \$17.00

**Including children with special needs in early childhood programs**

Wolery, M., & Wilbers, J.S. (Eds.) (1994). Washington, DC: National Association for the Education of Young Children (NAEYC).

This book recognizes the strong push and legislative mandate for the inclusion of children with special needs in classrooms with their non-disabled peers. Nine chapters, written by an array of child development specialists, emphasize important issues related to inclusion. Some of these issues are: family-centered services, collaboration among different disciplines, program design and implementation, and intervention practices. This book provides a sound introduction to the philosophy and practicality of inclusion and is well-suited for preservice graduate students in the field of early childhood or early childhood special education. Cost: \$8.00

**Including preschool-age children with disabilities in community settings**

deFosset, S., & Danaher, J. (Eds.). (1999). Chapel Hill, NC: Frank Porter Graham Child Development Center, NECTAS.

This resource packet comes in three parts. Part I offers perspectives on inclusion, inclusive strategies and practices, and legislative foundations. Part II delineates information sources on inclusive programs and practices, including organizations, consortia, technical assistance centers. It also includes an annotated bibliography. Part III describes resources on inclusion developed by OSEP-funded early childhood projects. Cost: \$15.00 (includes shipping and handling of all three parts)



**Inclusion: A right, not a privilege**

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

This resource was designed to support families in finding community early childhood programs that meet the needs of their young children with disabilities. It describes what inclusion is, legal rights and entitlements, what a "good" inclusive program looks like, and step-by-step strategies to bring about inclusion. Teaching/training examples abound for many audiences. Cost: \$10.00

**Inclusion 101: How to teach all learners**

Bauer, A.M., & Shea, T.M. (1999). Baltimore: Paul Brookes.

The authors developed this text to empower teachers with critical thinking skills that would enable them to assess classroom environments and situations, respond to diverse educational needs and implement effective inclusion strategies. Chapters begin with learning objectives and key terminology and end with a summary, self-evaluation quiz, language exercise, application activities and references. Case examples from inclusive programs offer ideas for working collaboratively with students, parents and caregivers. Cost: \$35.00

**The inclusive early childhood classroom: Easy ways to adapt learning centers for all children**

Gould, P., & Sullivan, J. (1999). Beltsville, MD: Gryphon House.

Each chapter of this book describes practical ways to adjust centers and routines for children with special needs. The suggestions will enable diverse learners to stay involved in developmentally appropriate routines and center-based activities. Examples could also be used instructionally to provide students with opportunities to practice adapting environments. Categories of disabilities that are targeted by the suggestions include developmental delays, orthopedic impairments, pervasive developmental disorder (PDD) and autism, attention deficit/hyperactivity disorder (ADHD) and behavioral issues, motor planning problems, and visual impairments. Cost: \$24.95

**Inclusive schooling practices: Pedagogical and research foundations**

McGregor, G., & Vogelsberg, R.T. (1998). Baltimore: Paul Brookes.

This publication provides a thoughtful synthesis of the literature that informs best practices about inclusive schooling. Methods, models, cases and examples abound, and outcomes are elaborated by group (children with disabilities, children without disabilities, parents, teachers, etc.). You can use this resource instructionally (set up a staged debate, build advocacy) or to guide student research. Royalties from the sale of this publication are being donated to the Public Interest Law Center of Philadelphia in support of their ongoing efforts to assist families in obtaining inclusive school services for their children. Stock #3955 Cost: \$24.95

**Just friends**

Texas Planning Council on Developmental Disabilities. (1994). Austin, TX: Author.

This 16-minute video introduces individuals with disabilities and friends they have made through Community Connections projects in Texas. They share personal stories, thoughts, and experiences while offering examples of the role that friendship can play in breaking the social isolation of individuals with disabilities. A nice vision of future possibilities for families and professionals. Cost: Free at 1-800-262-0334

## Learning to play, playing to learn: Recreation as a related service

Center for Recreation and Disability Studies, University of North Carolina. (1995). Chapel Hill, NC: Author.

If you want to know more about recreation/leisure as a related service, especially for young children with disabilities in inclusive settings, this 20-minute video is the one for you. Accompanying print material provides some experiential learning activities, discussion questions, and handout prototype.

Cost: \$25.00

## Making dreams happen: How to facilitate the MAPs process

Furney, K. (1997). Waterbury, VT: Division of Vocational Rehabilitation.

This 45-minute video discusses and illustrates the MAP (Making Action Plan) approach to planning, with emphasis on plans that relate to IEPs and transitions for students with disabilities. The middle portion shows an abbreviated version of an actual MAPs process and shows a useful illustration of a process that can be used to support an individual with disabilities within the contexts of family, school, home and community.

Cost: \$9.00 (tape); \$3.00 (manual)

## Natural environments (Part 1: Linking to the community; Part 2: Implementation in the community)

National Early Childhood Technical Assistance System (NECTAS). (1998). Gibsonia, PA: Distance Learning Center.

In 1998, NECTAS coordinated two national videoteleconferences on natural environments for the U.S. Department of Education. After each broadcast, a set of print materials (outline, articles, bibliographies, follow-up activities) and a videotape of the teleconference were produced. There are a variety of worthwhile materials in each set, and the video vignettes on Part 2 are particularly nice illustrations of services in natural environments.

Cost: \$35.00 for each part (includes videotape and print materials)

## Natural environments and inclusion (Young Exceptional Children Monograph Series No. 2)

Sandall, S., & Ostrosky, M. (Eds.) (2000). Denver: Sopris West.

With IDEA '97 prompting inclusive settings for children with disabilities, it is important to consider the natural settings in which these children are being taught and cared for, childcare centers and preschools in particular. This monograph focuses on aspects of inclusion that include strategies for implementing inclusive environments within natural settings, ways to ensure that preschools nurture positive attitudes and provide valuable experiences, and examples of state and federal regulations that clarify changes in early intervention.

Cost: \$12.00

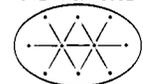
## Philadelphia Inclusion Network (PIN): Instructor guidelines and curriculum

Campbell, P., Schneider, L., & Milbourne, S. (1998). Philadelphia: Child and Family Studies Program.

This set of 15-modules was designed to assist child care center staff in urban areas in addressing the inclusion of children with disabilities. The modules, on topics that range from Welcoming all children and Promoting full participation to Ain't misbehaving, are complete and clear. A range of options for using the materials as part of ongoing staff development and additional resources (books, tapes, websites) are additional quality features.

Cost: \$99.00 (including postage)

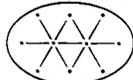
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## Inclusion

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### **Practical ideas for addressing challenging behaviors (Young Exceptional Children Monograph Series No. 1)**

Sandall, S., & Ostrosky, M. (1999). Denver: Sopris West.

This monograph offers ideas on how to more effectively prevent, identify and address challenging behaviors by taking a positive behavioral approach. Strategies for addressing challenging behaviors within inclusive settings include utilizing developmentally appropriate management techniques, using preventive measures and intervention strategies, and enlisting families in designing and carrying out interventions.

Cost: \$12.00

### **Preschool inclusion**

Cavallaro, C.C., & Haney, M. (1999). Baltimore: Brookes.

This accessible handbook provides field-tested, research-based guidelines and strategies for including young children with disabilities in early childhood programs. The first section (e.g., Involving families, Collaboration and teaming, Assessment strategies, Positive behavioral support) offers solid content, useful applications, and illustrative vignettes. The second section includes four well-developed cases, each of which offers multiple instructional opportunities.

Cost: \$45.00

### **Project EXCEPTIONAL (Exceptional children: Education in preschool techniques for inclusion, opportunity-building, nurturing, and learning)**

Kuschner, A., Cranor, L., & Brekken, L. (Eds.) (1996). Sacramento: California Department of Education.

Each volume of this 2-volume set takes a unique approach to preparing personnel to work in inclusive settings. Volume 1 (A guide for training and recruiting child care providers) offers background information and practical suggestions to support providers in including children of diverse abilities. Volume 2 (Staff development and training activities) provides detailed information about designing, implementing, and evaluating training that can support providers in serving young children with disabilities.

Costs: Volume 1 – \$20; Volume 2 – \$30.75

### **Project INTEGRATE training and resource guides**

Mayhew, L., Scott, S., & McWilliam, R.A. (1999). Chapel Hill, NC: Project INTEGRATE.

Project INTEGRATE has created seven manuals that take you step-by-step through the early intervention process. Each manual describes how integrated approaches can be implemented at each stage, from initial referral to implementation of intervention plans. Separate guides are available for classroom teachers, special education consultants, speech-language pathologists, physical therapists, occupational therapists, administrators and families. Reproducible forms, checklists, evaluation forms, and program goal plans are included. These resources can be used in teaching or training to support understanding and application of collaborative routines-based intervention principles in home and community environments.

Cost: \$15.00. Please add \$2.00 shipping and handling for orders of 3 manuals or more

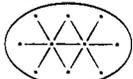
### **QuickNotes: Inclusion resources for early childhood professionals**

Wesley, P.W., Dennis, B.C., & Tyndall, S.T. (1998). Lewisville, NC: Kaplan Press.

QuickNotes is a 10-module set of information sheets covering a broad range of topics related to quality child care in a variety of settings (e.g., typical child development, promoting appropriate behavior, including children with special needs). Each topic is organized in a 3-ring notebook that also provides a resource list of print materials and related web sites. *Modules I-IX are provided in both English and Spanish.* These are visually engaging, fresh materials that were developed to answer simple questions about early childhood inclusion and to provide quick, written resources on topics related to quality child care.

Cost: Modules may be purchased individually and range in price from \$17.95 to \$24.95. A complete set (Modules I-IX) costs \$175.95.

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**Recipe for life and Moments of reflection**

Waletzko, P., & Ressemann, S. (1997). Waite Park, MN: The IDEA Group.

Here are two 5-minute videotapes that can promote reflection on issues of diversity and inclusion at the end of a class or presentation. Short, thought-provoking sayings are linked together through visual and auditory methods to create a positive, lasting impression. The tapes can be used separately or together.

Cost: \$24.95 each

**Samantha**

Devault, G., Krug, C., Turnbull, A. P., & Horner, R. (1994). Lawrence, KS: Beach Center on Families and Disability.

This video offers very useful instructional examples of creating a successful positive behavioral support plan for a 9 year-old girl with autism. The accompanying print material (*Why Does Samantha Act Like That? A Positive Behavior Support Story of One Family's Success*) tells the family story and includes plan charts and other instructional material.

Cost: Video – \$30.00; print material – \$5.25

**Same time, same place**

Self-Directed Learning Programs, Purdue University. (1992). West Lafayette, IN: Author.

Videotape features children with disabilities in a variety of inclusive settings. Focuses on the roles and responsibilities of multiple disciplines (including a pediatrician) in the inclusion process for children with severe disabilities in child care centers and family child care homes.

Cost: \$18.00

**Setting the stage: Including children with disabilities in Head Start**

Education Development Center, Inc. (n.d.). Newton, MA: Author.

If you're looking for detailed, practical training materials on inclusion, this volume from the series Training Guides for the Head Start Learning Community may be just the ticket. Three modules include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice.

Cost: Free. Download at <http://www.bmcc.org/Headstart/Setting/preface.htm>



**Shining bright: Head Start inclusion**

Lindeman, D.P., & Adams, T. (1997). Baltimore: Paul Brookes.

This up-close-and-personal documentary and accompanying booklet detail the collaborative efforts of Head Start and a local education agency to include children with severe disabilities in a Head Start program. Administrators, teachers, and parents address issues such as support for children with severe health impairments, the benefits of Head Start, the ability of general educators to serve children with severe disabilities, transportation, and staff relations.

Cost: \$45.00

**Special children, special care**

Moffitt, K. (Ed.). (1993). Tampa, FL: University of South Florida.

This manual was written for parents as a way to build on pre- and inservice competencies. It has lots of good information on many aspects of early intervention, and is interspersed with quotes from other family members describing their experiences. A valuable reference tool for administrators, families and professionals.

Cost: \$64.00

**Supporting children with disabilities in early childhood programs**

Teaching Research Division, Western Oregon State College. (1992). Monmouth, OR: Author.

This 18-minute videotape includes footage of both segregated and integrated approaches as illustrations of past and present approaches to including preschool children with disabilities. Research basis that supports inclusion is cited, along with perspectives of staff, parents, teachers, assistants, and researchers.

Cost: \$25.00

### To have a friend

Portage Project. (1995). Portage, WI: CESA 5.

This video features six minutes of beautiful images of young friends of diverse cultures and abilities in a range of natural environments against a musical backdrop. It could be used to illustrate benefits of inclusion and to explore strategies for encouraging and supporting friendships among all children. Discussion questions, simulation exercises, and resource materials are provided in an accompanying booklet.

Cost: \$40.00

### Training for inclusion: A guide for the childcare provider

Community Inclusion Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

These seven modules on basic inclusion topics (ADA, building partnerships with families, identifying young children with disabilities, implementing interventions through the daily routine, etc.) are designed for use as training or self-study materials. Each module includes objectives, content, activities, self-assessment checks and answer keys.

Cost: \$25.00

### Welcoming all children: Creating inclusive child care

Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). Bloomington, IN: Indiana Institute on Disability and Community.

This set of materials (28-minute videotape and 35-page booklet) is designed to support child care providers in making their programs responsive to children of diverse abilities. The benefits of inclusion are described from child, family and provider perspectives, and inclusive practices are delineated. There is a clear, concise section describing the Americans with Disabilities Act (ADA) requirements and a nice segment on team involvement, including examples of integrated service delivery. These are excellent materials for teaching, training, staff development or self-instruction.

Cost: \$25.00 (video); \$10.00 (booklet)

### With kids my age: Answers to questions about inclusion

Inclusion Works! (1994). Austin, TX: The Arc of Texas.

This 17-minute, captioned videotape provides compelling answers about inclusive education. Superimposed on footage of culturally diverse elementary and secondary students, are parents, teachers, administrators, and community decision makers who provide practical answers to hard questions. Instructionally, this videotape could be paused after each question (e.g., Do teachers have the skills to handle inclusion?) to allow students to respond based on research or readings.

Cost: \$30.00

### Yes, you can do it! Caring for infants and toddlers with disabilities in family child care

Children's Foundation. (1995). Washington, DC: Author.

This 16-minute video offers very positive images and messages from parents and day care providers on the benefits of serving young children with disabilities. The accompanying manual, *Caring for infants and toddlers in family day care: Annotated resource directory*, offers additional resources to support inclusion, such as training materials.

Cost: \$34.95 (video & print directory), plus shipping & handling

NEW IN THE



10TH EDITION



# Interagency Collaboration

This section includes information and activities that can be used to foster productive collaborative efforts in early intervention.

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## Primary Resources

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### **Thinking collaboratively: Ten questions and answers to help policy makers improve children's services**

Charles Bruner

While this document was not designed as training material, it has excellent applications, especially with inservice audiences of representatives from multiple agencies. Each of the ten questions probes an aspect of collaboration (e.g., How do we know if collaboration is happening and if it is working?) and provides possible responses, along with lists of resources for additional consideration.

**1991 Print \$5.00 pre-paid**

**NOTE: Any and all portions of this report may be freely reproduced and circulated without prior permission if the source is properly cited.**

Institute for Educational Leadership  
1001 Connecticut Avenue, NW Suite 310  
Washington, DC 20036-5541  
Phone (202) 822-8405 Fax (202) 872-4050  
Email: iel@iel.org Web: <http://www.iel.org>

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## Supplemental Resources

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### **Building systems**

Association of Maternal and Child Health Programs. (1993, December). McLean, VA: National Maternal and Child Health Clearinghouse.

This report is the result of an extensive national survey to describe Title V activities in early intervention and identify perceived barriers to collaboration between Part H and Title V. It offers interesting insights on the subjects of interagency planning, goal setting and systems change. Cost: Free

### **Collaboration: Putting the puzzle pieces together**

Collaborative Services Inservice Demonstration Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

The purpose of this manual is to highlight the important aspects of the collaborative process. It's organized in five modules: Early Intervention Collaborators, Interagency Collaborations, Family Collaborations, Team Collaborations, and Skills for Collaborations. Each module includes vignettes, information and activities that could be used in preservice or inservice settings. Cost: \$10.00



### **Collaboration: What makes it work**

Mattesich, P.W. & Monsey, B.R. (1992). St. Paul, MN: Amherst H. Wilder Foundation.

This review of research literature on factors influencing successful collaboration is also a terrific training resource.

Cost: \$15.00. Ask for Item # AWF-92CWW

### **Collaboration handbook: Creating, sustaining, and enjoying the journey**

Winer, M., & Ray, K. (1997). St. Paul, MN: Amherst H. Wilder Foundation.

This resource is organized to support interpersonal, organizational, and community collaboration by offering case examples, activities, tools, and resources. It also offers thoughtful strategies for overcoming obstacles to collaboration, including trust, conflict, decision-making, and change.

Cost: \$30.00. Ask for Item # AWF-94CHC

### **Continuity in early childhood: A framework for home, school and community linkages**

Regional Educational Laboratory Network. (2000). Tallahassee, FL: SERVE.

These resources were developed to provide communities with a framework for looking at the connections among agencies, programs and services that support the learning and experiences of children and families. Each set includes a Trainer's Guide and CD-ROM (PC and Macintosh) on topics related to implementing the continuity framework (understanding continuity, developing a community team, planning for continuity, formalizing continuity) and content areas, such as family involvement, culture and home language, shared leadership and communication. Agendas, handouts, goals, directions, scripts and overheads are all included, making this a very complete package.

Cost: Free. These materials are available online at <http://www.serve.org>.

### **Expanding partnerships involving colleges and universities in interprofessional collaboration and service integration**

Lawson, H.A., & Hooper-Briar, K. (1994). Oxford, OH: Institute for Educational Renewal at Miami University.

A very interesting resource focuses on partnerships among schools, community agencies, families, and higher education institutions, including community colleges. Lots of examples, lists, mini-cases, and observations to enrich preservice or inservice discussions of existing, emerging, or potential collaborations.

Cost: \$6.00

### **New opportunities for collaboration: A policy and implementation resources and training manual for the Head Start regulations for children with disabilities**

Division for Early Childhood, Council for Exceptional Children (DEC/CEC), the National Head Start Association, and the Mid-South Regional Resource Center (MSRRC). (1994). Reston, VA: Council for Exceptional Children.

This resource is designed to assist in promoting collaboration between Head Start and Part B of IDEA by providing training materials that can promote the consideration of possible linkages. Questions and answers, fact sheets, transparency masters, a side-by-side comparison of Head Start regulations, IDEA regulations, and Head Start Guidance Materials, and a resource directory are provided. Provides great examples for training about aspects of collaboration and legislation. Stock No. D5053.

Cost: \$17.25 plus shipping

**Putting the pieces together: Comprehensive school-linked strategies for children and families**

U.S. Department of Education. (1996, May). Greensboro, NC: SouthEastern Regional Vision for Education (SERVE).

This guidebook is designed to help school system representatives, families, and communities in building strong support for the healthy development and learning of children. It offers information and examples on topics including conducting community assessments, finding and developing resources, and moving from vision to action, along with examples of successful collaborations. Cost: \$6.00

**Sharing the stories: Lessons learned from five years of Smart Start**

Kroll, C.K., & Rivest, M. (2000). Durham, NC: CK Kroll & Associates, Inc.

The Smart Start program in North Carolina serves as a national model for a statewide public-private initiative with lasting benefits to young children and families. This publication shares the lessons learned from the first five years of that program, including challenges around leadership, organizational development, community collaboration, resources, and evaluation. There's much here that any state or community could learn from. Cost: Free while supplies last

**Together we can: A guide for crafting a profamily system of education and human services**

Melville, A.I., Blank, M.J., & Asayesh, G. (1993, April). Washington, DC: U.S. Government Printing Office.

This book, developed jointly by the U.S. Department of Education and U.S. Department of Health and Human Services, leads readers through a five-stage collaborative process with milestones and land-mines portrayed through vignettes and case studies. For a copy, call Susan Talley at (202) 219-2129. Stock No. 065-000-06563-8. Cost: \$12.00

**Towards improved services for children and families: Forging new relationships through collaboration**

Blank, M.J., & Lombardi, J. (1991, July). Washington, DC: Institute for Educational Leadership.

A policy brief that also suggests strategies that communities can take toward collaboration. Cost: \$4.50

**What it takes: Structuring interagency partnerships to connect children and families with comprehensive services**

Melville, A.I., & Blank, M.J. (1991). Washington, DC: Education and Human Services Consortium.

The sections on guidelines for new partners and assessing the need for interagency partnerships could be easily converted into great training activities. Cost: \$5.00



# Legislation

This section describes materials for sharing information about early intervention legislation and policies that affect young children and families.

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## Supplemental Resources

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### CEC special education advocacy handbook

Bootel, J.A. (1994). Reston, VA: Council for Exceptional Children.

A well-organized resource with basic information and examples specific to special education advocacy and policy making. Clear materials on legislative and regulatory processes, effective communication skills, and the media for use in teaching or coalition building. This is a scaled-down, economy version of CEC's *Political Advocacy Handbook*. Item No. R5087. Cost: \$17.00.

### Discover IDEA '99

Council for Exceptional Children. (1999). Reston, VA: Author.

This CD provides access (read, search, print, copy) to the Individuals with Disabilities Education Act of 1997 (P.L. 105-17), including the complete final regulations and analysis of comments. Other features of this resource include links to "hot" topics, hundreds of ready-to-use PowerPoint slides, topical and special interest briefs, and summaries (questions and answers, talking points) on ten major issues (e.g., discipline). Some specific information on early intervention, especially with regard to natural environments. Cost: \$7.95

### Early intervention: Essential information for primary health care providers

Shishmanian, E., & Helm, D. T. (1993, September). Boston: Massachusetts Department of Public Health.

This manual, for physicians and primary health care providers, contains essential information about early intervention services for very young children. This information is divided into two sections: the first includes excerpts from the federal law that defines these services and the second relates to the system in Massachusetts. The federal information and several nice case vignettes make this a valuable resource. It could also serve as a model, by replacing the Massachusetts-specific information, for other states to use. Cost: Free

### Early intervention on the move

Child Development Resources, Inc. (1999). Norge, VA: Author.

This 14-minute tape likens the interrelated components of Part C of IDEA to the parts of a bicycle. This is a revised version of the original 1992 tape. It offers a light overview of the early intervention legislation that could stand alone or be followed by an in-depth exploration of law/bicycle "parts." Cost: \$49.95

### IDEA 1997: Let's make it work

CEC Public Policy Unit. (1998). Reston, VA: Council for Exceptional Children.

This new resource on IDEA 1997 answers critical questions and provides a concise summary of the IDEA reauthorization legislation. A good, current resource for teaching or training. Cost: \$22.95; \$15.95 for CEC members

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**IDEA requirements for preschoolers with disabilities: IDEA early childhood policy and practice guide**

Walsh, S., Smith, B.J., & Taylor, R.C. (2000). Arlington, VA: Council for Exceptional Children (CEC).

This is the first in a series of guides designed to answer important questions about what IDEA '97 now requires for the education of young children with disabilities, ages birth through 5 years old. The questions and answers address IDEA provisions under Part B as they relate to young children and their families. This guide clearly and concisely discusses topical issues such as: preschoolers with disabilities who receive special education in a variety of school and community placements, preschoolers with disabilities who attend Head Start programs, and the team approach to developing IEPs and IFSPs. Effective practice and resource recommendations are also provided throughout the guide.

Cost: \$12.00

Download in html and PDF formats on the web at [http://](http://www.ideapractices.org/ideadepot/PreschoolersPolicy&PracticeGuide.htm)

[www.ideapractices.org/ideadepot/PreschoolersPolicy&PracticeGuide.htm](http://www.ideapractices.org/ideadepot/PreschoolersPolicy&PracticeGuide.htm)

**The Individuals with Disabilities Education Act Amendments of 1997: Curriculum**

Küpper, L. (1997). Washington, DC: National Information Center for Children and Youth with Disabilities.

This training package focuses on some of the legal requirements and provisions of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97). Included are nearly 500 pages of background information, resources, handouts, and training scripts on the law, as well as inspiring and informative color overheads. Some information is specific to Part C, notably new language and requirements vis-à-vis natural environments. Handouts and overheads are also available in Spanish.

Cost: Available for free on the Web as text files at

<http://www.nichcy.org/Trainpkg/toctext.htm> or as portable document

(PDF) files at <http://www.nichcy.org/Trainpkg/toc.htm>. Also available for purchase (14 modules plus 145 color overheads): \$175.

**Making your case**

Hokanson, S. (1998, October). St. Paul, MN: State of Minnesota, Department of Administration, Governor's Planning Council on Developmental Disabilities.

Based on interviews with legislators, legislative staff and lobbyists, this book offers techniques and insights to assist in the development of lobbying skills. The briefcase-style packaging, cartoons, and anecdotes make it a very useful resource for preparing students, family members, and other future leaders to be effective advocates. This document is available in Braille, disk and audiotape.

Cost: Single copies are free

**New faces of opportunity: A physician's guide to the Maryland Infants and Toddlers Program**

Maryland Infants and Toddlers Program. (1993). Baltimore, MD: Author.

This publication delineates "opportunities" for physicians within Maryland's Part H program by providing information about efficacy, reimbursement, resources, and—most important—the critical roles that doctors can play. Could be used for training or modified for use by another state.

Cost: \$5.00

**A new IDEA: A parent's guide to the changes in special education law for children with disabilities**

Seltzer, T. (1998). Washington, DC: Bazelon Center for Mental Health Law.

The 1997 reauthorization brought changes in several components of IDEA. This publication is structured as a series of questions and answers about the law and key changes. Discipline for special education students and implications of the changes for students with emotional and behavioral problems are highlighted; Part C implications are not.

Cost: Free.

Download the document in English or in Spanish from the Bazelon Center's WorldWide Web site (<http://www.bazelon.org>).

**A new IDEA for special education: Understanding the system and the new law video developed as a guide for parents and a tool for educators**

Edvantage Media, Inc. (1998). Fair Haven, NJ: Author.

This video was designed to help parents and educators better understand recent changes to IDEA, the law governing special education. Key areas covered include the new law, the referral process, the evaluation process, creating an IEP, placement and related services, preparing for transitions, and discipline, mediation and standardized testing.

Cost: \$49.95 plus postage and handling

**Political advocacy handbook**

Bootel, J.A., & Warger, C.L. (1997). Reston, VA: Council for Exceptional Children. This easy-to-use handbook delineates what motivates policymakers, what catches their attention, and what makes them respond. Through materials designed to demystify policymaking, this resource provides preservice and inservice materials for learning about public policy, the legislative process, and advocacy.

Cost: \$60.00 for members; \$85.70 for non-members

**Programs for young children under IDEA**

National Early Childhood Technical Assistance System (NECTAS). (1999). Chapel Hill, NC: Author.

This compilation includes the Executive Summary of the 20th Annual Report to Congress on IDEA and chapters on key issues (1997 IDEA amendments, using IFSPs with preschoolers, funding of IDEA, national trends in special education teacher demand and shortage). This could be a great resource for discussing early childhood education law and policy.

Cost: \$6.00

**State legislative leaders: Keys to effective legislation for children and families**

Children and Families Program, State Legislative Leaders Foundation. (1995). Centerville, MA: Author.

This resource was developed to provide advocates with effective strategies and information for increasing legislative awareness of and emphasis on child and family issues. It offers insights to the way legislators think and act, advocacy techniques, and samples (letters, interviews, etc.). Could be a valuable resource in shaping the next generation of advocates.

Cost: Free. Download from the State Legislative Leaders Foundation web site at <http://www.sllf.org/resources/>

# Service Coordination

This section identifies materials for teaching others about case management and service coordination.

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## Primary Resources

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### **Case management for children's mental health: A training curriculum for child-serving agencies**

Irene Nathan Zipper & Marie Weil, Editors

This curriculum, designed for use with case managers, supervisors, service providers and families, provides methods and materials to teach the values, knowledge and skills needed to provide effective service coordination. Fourteen chapters on issues ranging from diversity and cultural competence to teams provide clearly stated goals, measurable objectives, detailed presenter notes, activities and worksheets, reproducible handouts, masters for transparencies, and related readings. These materials address service coordination from the mental health perspective in a manner that could easily be extended for use with diverse (health, education, social services) training audiences.

**1994 Print**

**\$150.00**

University of North Carolina  
Attn: Irene Zipper, MSW, PhD  
School of Social Work  
301 Pittsboro Street  
CB# 3550  
Chapel Hill, NC 27599-3550  
Phone (919) 962-6432  
Email: izipper@unc.edu



### **Overview of family-centered service coordination: Facilitator's guide**

Kennedy Krieger Institute

This training program is one in a series (*Train the Trainer Series in Family-Centered Service Delivery*) designed to address key issues in family-centered care. The overall format is specific and detailed in outlining the "how to" of facilitating training sessions. The "session at a glance" reviews the approximate time necessary to complete each of the eight activities, which focus on defining service coordination, key elements of family-centered practices, evolution and changes in service coordination, qualities of effective relationships with families, and specific roles/activities associated with service coordination. A structured, step-by-step guide provides facilitators with the purpose, time required, learning strategies, and specific materials needed for each activity, but allows for individualized applications of the materials.

**1992 Print**

**\$20.00**

Kennedy Krieger Institute  
Training and Products Division  
7000 Tudsbury Road  
Baltimore, MD 21244  
Phone: (410) 298-9286 Fax: (410) 298-9288  
Web: <http://www.kennedykrieger.org/training/Products/Training%20Products.html>



### Parents and professionals: Partners in co-service coordination

Peggy Rosin, Amy Whitehead, Linda Tuchman, George Jesien & Audrey Begun

This 20-minute videotape uses stories of three families with young children representing diversity in ethnicity, family structure and disability. The videotape and accompanying discussion guide could be useful in training diverse audiences involved in service coordination in early intervention. As part of a longer sequence of training about service coordination (see below-listed *Partnerships in early intervention*), the videotape could be a discussion starter.

**1993 Videotape and print companion guide \$42.00**

Waisman Early Intervention Program

1500 Highland Avenue, Room 231

Madison, WI 53705

Phone (608) 263-5022 Fax (608) 263-0529

Email: sanders@waisman.wisc.edu Web: <http://www.waisman.wisc.edu/earlyint/>



### Pathways: A training and resource guide for enhancing skills in early intervention service coordination

Peggy Rosin, Meredith Green, Liz Hecht, Linda Tuchman, & Sue Robbins

This curriculum is designed to enhance skills and knowledge to meet the challenges of service coordination for preservice and inservice audiences. The materials include an introduction and four content sections: 1) getting started in the IFSP process; 2) follow-along and implementation of the IFSP; 3) responding to unexpected, immediate needs, or crisis; and 4) facilitating transitions. Each content is further divided into definitions, a framework for enhancing skills and knowledge, personal and interpersonal skills, and integrating skills and knowledge. This multi-faceted resource can be used for inservice training, preservice training, or self-study.

**1996 Print \$35.00**

Waisman Early Intervention Program

1500 Highland Avenue, Room 231

Madison, WI 53705

Phone (608) 263-5022 Fax (608) 263-0529

Email: sanders@waisman.wisc.edu <http://www.waisman.wisc.edu/earlyint/>

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## Supplemental Resources

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### Colorado guidelines for service coordination

Miller, J., & Petersen, S. (1999). Denver, CO: Colorado Department of Education.

This thoughtful booklet delineates a vision and guidelines for service coordination and illustrates them with many suggestions, checklists, guiding questions and family stories. Instructionally, the Colorado-specific examples could be used to compare/contrast with other the policies and procedures of other states and the stories could be used as mini-cases.

Cost: Single copies are free from the Colorado Department of Education. Download at <http://www.cde.state.co.us/earlychildhoodconnections>. Requires Internet Explorer 5.x or above.

**First glance: Tips for service coordination**

Whitehead, A., Brown, L, & Rosin, P. (1993). Madison, WI: Waisman Early Intervention Program, Wisconsin Personnel Development Project.

This booklet covers 12 topics related to service coordination such as informal support networks, advocacy, key financial resources and eco-maps. Each section is designed to provide information and additional resources; most could easily be used as training activities. Authored by a parent-professional team, this resource includes useful information for both family members and service providers.

Cost: \$5.00

**Pathways in early intervention service coordination**

Rosin, P. (1996). Madison, WI: Waisman Early Intervention Program.

Videotape illustrates challenges faced in the provision of early intervention service coordination through four scenarios. Accompanying guide highlights key issues, important skills, and provides discussion questions and activities for promoting the development of skills in each area.

Cost: \$80.00 (video & guide)



**Pathways trail mix: A collection of ideas and training activities in early intervention service coordination**

Rosin, P., Green, M., Hecht, L., & Robbins, S. (1998). Madison, WI: Waisman Early Intervention Program.

Here's a new resource for those involved in training personnel in early intervention service coordination. Easy to use large and small group activities (warm-ups, energizers, stories, vignettes, role plays, eco-maps, panels) are provided, along with an extensive bibliography, tips for trainers, and strategies for supervisors/administrators.

Cost: \$35.00

**Service coordination for early intervention:  
Parents and professionals**

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline.

Monograph designed as a resource to assist professionals, parents, programs, localities and states in their work to build effective systems.

Cost: \$19.95

# Specific Populations

This section includes instructional resources targeted to specific audiences including medical personnel, paraprofessionals and personnel who serve parents with special needs (e.g., mental retardation) and infants, toddlers and young children with specific conditions (e.g., prenatal exposure to drugs, prematurity, deafness/hard-of-hearing).

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## Children with Specific Conditions

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### **Medically fragile infants and toddlers: An interdisciplinary training curriculum**

**JFK Partners, University of Colorado Health Sciences Center**

This curriculum recognizes that there are different priorities, resources and schedules across different training settings (including preservice vs. inservice) and is structured to be flexible. It includes seven topical modules: "Overview," "Family Adjustment and Family-centered Services," "Interdisciplinary Team Assessment," "Interdisciplinary Team Intervention," "Feeding Problems," "Service Coordination," and "Community Integration." Intended for implementation by an interdisciplinary training team, it includes learning objectives, topics, notes, bibliographies, discussion questions and additional activities for each module. While the primary mode for training is lecture, ideas and resources could easily be modified into more interactive options.

**1994, June Print**

**\$10.00 includes postage & handling**

Hal Lewis

JFK Partners, University of Colorado Health Sciences Center

University of Colorado Health Sciences Center, Box C-234

4200 East 9th Avenue

Denver, CO 80262

Phone (303) 315-8607 Fax (303) 315-6844

Web: <http://www.jfkpartners.org>

### **Supporting families and their prematurely born babies: A guide for training care providers**

**Valerie Thom, Gloria Krahn, B. John Hale, Margaret Keller, Marilyn Hartzell & Anne Mette Smeenck**

This training guide and the accompanying videotape are intended for training medical, allied health care, and early intervention providers who work with biologically high-risk infants and their families. The guide contains five training modules in each of two units. Unit 1 ("Infants, Families and Providers") offers sections on P.L. 99-457, infant competency, individual differences, and emotional milestones, parental perceptions and family dynamics, providers' issues, and community networks. Unit 2 ("The Preterm Experience") presents units on medical terminology, parenting experiences in the NICU, preterm infant development, parent-infant interaction and approaches to family support. The videotape is divided into five segments of which the fifth segment is both the most current and the most relevant to training.

**1990 Print and videotape**

**\$80.00 includes shipping & handling**

CDRC Publications

P.O. Box 574

Portland, OR 97207-0574

Phone (503) 494-8699

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### Access for all: Integrating deaf, hard of hearing, and hearing preschoolers

Solit, G., Taylor, M., & Bednarczyk, A. (1992). Washington, DC: Laurent Clerc National Deaf Education Center.

This resource (video and manuscript) is an invaluable tool for higher education faculty, early childhood educators, medical professionals, and families who want to better understand the development of young deaf and hard-of-hearing children. Based on a collaborative effort by Gallaudet University Child Development Center and Kendall Demonstration Elementary School to integrate hearing and deaf preschoolers, this training resource gives many ideas on how to make interagency coordination most effective. The material offers preservice training recommendations, curriculum activities to be used in early childhood classrooms or practicum sites, information on kinds and levels of deafness as well as methods of learning, teaching, and communicating. Several case studies of deaf/hard-of-hearing children are presented, as well as interviews with deaf teachers, administrators, audiologists, and deaf and hearing parents. This resource is one that could essentially guide an entire college course in deaf education, touching on everything from the medical aspects of deafness and family feelings to Individualized Education Plans (IEPs) and developmentally appropriate practice.

Cost: \$29.95 (book and video)

### Families with hard of hearing children: What if your child has a hearing loss?

Boys Town Press. (1997). Boys Town, NE: Author.

When hearing parents learn that their child has a hearing loss, the initial feeling is typically surprise, disbelief, devastation, or some combination of these emotions. This video is a resource for these first-time parents of deaf/hard-of-hearing children, because it lets them see that they are not as alone as they feel, and that all the dreams they had dreamed for their children can still come true. The first half of this 34-minute videotape introduces us to many parents of deaf/hard-of-hearing children who tell the story of how they and their children overcame the limitations put on them by this "invisible disability." The second half of the videotape shares professional views on ways in which parents might deal with particular issues that inevitably arise in the life of a deaf/hard-of-hearing child and his or her family. Recommended for families and preservice training in family support or deaf education.

Cost: \$19.99. Order No. B76-417

### The future of children: Drug exposed infants

The David and Lucile Packard Foundation. (1991). Los Altos, CA: Author.

This issue presents information on the medical/pharmacologic and long term development effects of prenatal exposure to legal and illegal substances, including cigarettes, alcohol, heroin, narcotics, marijuana, and cocaine. It also offers viewpoints from child welfare, law, economics, and ethics professionals on the service implications, cost implications, and possible responses to working with families whose infants are drug-exposed.

Cost: Free

This and other publications in the *Future of Children* series are available online at <http://www.futureofchildren.org/>

### Hello Daniel

Ken-Crest Services. (1990) Van Nuys, CA: Child Development Media.

This video, just eight minutes in length, captures the reality of parenting a young child with severe physical handicaps. Parents talk about their children and describe the anxiousness of hearing the diagnosis, the fear of coming home for the first time and the ongoing grieving with each new obstacle they face. This would be a good instructional resource for pediatric medical students, therapists and early interventionists. Families of children with disabilities may also enjoy this video for the hope it offers. It should be noted that the children in this video are depicted receiving services in a segregated preschool program. Thus *Hello Daniel* could also be a resource to prompt thinking and strategizing about the supports that would be necessary to move from the segregated model presented to an inclusive one.

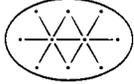
Cost: \$45.00



10TH EDITION

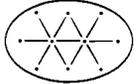
## Specific Populations

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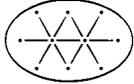
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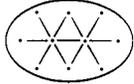
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### Hello Daniel: Six years later

Ken-Crest Services. (1996) Van Nuys, CA: Child Development Media.

This sequel to *Hello Daniel* offers glimpses into the lives of the children and families who were interviewed six years earlier. The viewer is given the opportunity to witness the accomplishments in the life of each family and child. Six years later, miraculously, these children are smiling, learning and communicating. Children are depicted in a variety of educational settings, including integrated public school programs and self-contained programs. The grandmother of one precious little girl who did not live to make this video is also interviewed. This video could be shared with healthcare professionals, early childhood educators, special educators and early interventionists in preservice and inservice training because it offers a perspective that they will not often witness. It should follow *Hello Daniel*. This video is not recommended for new parents of children with disabilities because of the highly emotional nature of some of the content.

Cost: \$45.00

### Issues in access: Creating effective preschool for deaf, hard-of-hearing and hearing children

Solit, G., & Bednarczyk, A. (1999). Washington, DC: Laurent Clerc National Deaf Education Center.

This book shares concrete strategies for integrating deaf, hard-of-hearing, and hearing children in early childhood education programs. Chapters discuss important issues and practices identified through Project Access, a highly successful research and training grant that involved parents, teachers and administrators in the process of implementing different kinds of preschool programs to meet the diverse child care needs of families in their community. Appendices provide needed forms, checklists, and other helpful tools. This book is a follow-up and companion to the *Access for All* videotape and manual (reviewed above).

Cost: \$25.95

### Resources related to children and their families affected by alcohol and other drugs

Hargrove, E., Daulton, D., Melner J., & Shackelford, J. (1994). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

This resource guide describes a variety of resources that serve young children and their families affected by substance use. It is organized into three sections: national training and information resources; state programs and agencies; and federal funding sources.

Cost: \$5.00

### Unexpected journey: The earliest days: Premature babies, their families, & the NICU

Partnerships for Inclusion. (2001). Chapel Hill, NC: FPG Child Development Center, University of North Carolina.

This moving 25-minute videotape captures the experience of having a baby in the neonatal intensive care unit (NICU). Parents share their feelings, "concerns and joys" of caring for a baby in the NICU. Insights on supporting effective transitions, participating in a follow-up clinic and other developmentally appropriate practices are also discussed. This is a great instructional resource for discussing strategies for supporting family-professional collaboration in challenging times and settings.

Cost: \$22.00

### Early intervention: The physician's role in referral

Rosalyn Benjamin Darling

This instructional package is designed to be used for inservice education of physicians and includes a 40-minute videotape and accompanying resource manual. The tape, which has been endorsed by physicians, makes viewers aware of parents' need for information and support early in their children's lives. It provides information about communicating with parents of young children with disabilities and making referrals to early intervention programs. The resource manual provides suggestions for use of the materials in formats of varying duration.

**1991 Videotape with accompanying resource manual \$32.00 includes postage & handling**

Beginnings Early Intervention Services, Inc.  
406 Main Street, 2nd floor  
Johnstown, PA 15901-1815  
Phone (814) 539-1919  
Email: begin@ctnet.net

### Caring for infants and toddlers with disabilities: A self-study manual for physicians

Seklemian, P., Scott, F. G., & Garland, C. W. (ongoing). Norge, VA: Child Development Resources.

This well-designed, competency-based product responds to physician-generated requests for information and skills that will enable them to be full participants in statewide early intervention systems. For information about the materials or the training through which they are provided, contact Barbara Knies (barbarak@cdr.org).

### Early childhood intervention in medical practices: How physicians and health care professionals can make a difference

Texas Interagency Council on Early Childhood Intervention. (1999). Austin, TX: Author.

This 9-minute videotape notes the importance of early identification for children with disabilities and how early contact with physicians can enhance a child's and a family's development. Physicians and therapists describe the importance of early and efficient referrals for early intervention services, even if a delay is only suspected and not yet diagnosed. One caution: this tape includes a strong emphasis on physicians taking action on behalf of families. It will be helpful in showing this video to emphasize strategies that are more "empowering."

Cost: Free

### Health professions education and relationship-centered care

Tresolini, C.P. & the Pew-Fetzer Task Force. (1994). San Francisco, CA: Pew Health Professions Commission.

A nice resource containing some excellent teaching examples of the knowledge, skills, and values essential to providing relationship-centered care. This monograph also contains information on the characteristics of effective medical schools and how more relationship-centered medical training might be implemented.

Cost: \$12.00

### It wasn't supposed to happen

Nemours Center for Biomedical Communication. (1994). Wilmington, DE: Author.

This eight-minute videotape was designed to help families and medical professionals explore ways that information sharing can be done more effectively. Personal messages from family members who have children with rare genetic conditions offer insights about what's helpful, what's hurtful, and the value of parent-to-parent support.

Cost: Free of charge to training programs. \$24.95 to others



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### **Managed care maze: What about the children?**

Robson, S. (1997). Fairfax, VA: Parent Educational Advocacy Training Center (PEATC).

This 30-minute videotape follows several culturally diverse families as they negotiate the health care systems in which their families are part. Through planning and team work, they work together with their doctors to solve problems and develop strategies for dealing with health care bureaucracies. These same illustrations, along with accompanying guides (one for family members and one for physicians), could be used instructionally to discuss and explore managed health care issues.

Cost: \$33.00 for family members; \$53.00 for others (includes postage)

### **Medical Education Project: Incorporating the principles of family-centered care in physician education**

DiVenere, N., & Witkin, K. (1999). Winooski, VT: Parent to Parent of Vermont.

This package (video & manual) describes a training model designed to provide medical students with the opportunity to recognize, acknowledge, and hopefully adjust, their personal beliefs about individuals with disabilities. Objectives, activities, and materials for class-based instruction and family practicum components are provided, along with a description of the experiences of others in using these approaches.

Cost: Please contact source

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## **Paraprofessionals**

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### **A core curriculum and training program to prepare paraeducators to work in center and home-based programs for young children with disabilities from birth to age five**

Pickett, A.L., Semrau, B., Faison, K., & Formanek, J. (1993). Logan, UT: National Resource Center for Paraprofessionals.

This competency based instructional program is designed to build on life and work experiences that participants bring to the training. The format for the instructional modules includes objectives, equipment and resources needed, suggested training activities, background information, handouts and transparencies. The competencies, content and format of the materials were field tested nationwide at sites that included community colleges, local school districts and other educational delivery systems.

Cost: \$25.00

### **Current trends in the use of paraprofessionals in early intervention and preschool services**

Striffler, N. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

This paper synthesizes current thinking, issues and practices related to the use of paraprofessionals in the provision of early intervention services to children with disabilities.

Cost: \$5.00

### **Early childhood: The role of the paraprofessional**

Institute on Community Integration (UAP). (1999, November). Minneapolis: Publications Department, Institute on Community Integration, University of Minnesota.

This is a well-organized resource for assisting instructors to plan and prepare to teach paraprofessional audiences about key early childhood topics. Each chapter of the facilitator's manual includes student goals, discussion questions, activities, and materials. Topics covered include child development, individualized planning, classrooms, families, and cross-cultural competence. The participant's manual includes forms, formats, readings, and other information to promote application of the concepts covered.

Cost: \$15.00 (facilitator's manual); \$10.00 (participant's manual)

## **Paraprofessional's guide to the inclusive classroom**

Doyle, M. B. (1997). Baltimore: Paul Brookes.

This handbook is devoted to defining and supporting paraprofessionals (including paraeducators, teachers' aides, educational assistants) in classroom settings. Changing roles and responsibilities, being a team member, supporting individual students, individualized instruction, and communicating with team members are the major topics addressed through information, vignettes, and worksheets.

While the emphasis is on settings serving older children, many of the ideas apply across the board.

Cost: \$23.95

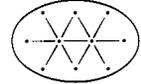
## **Supervising paraeducators in school settings: A team approach**

Pickett, A.L., & Gerlach, K. (Eds.). Austin, TX: Pro-Ed.

This reader-friendly guide addresses issues and practices related to employing, supervising, collaborating with and training paraprofessionals. While the emphasis is on school settings, much of the information and many of the examples apply to settings that serve younger children (e.g., Head Start, pre-school). Chapters emphasize team approaches for paraprofessionals, teachers and related service personnel, and deal with issues that range from roles and management to communication and problem solving. Discussion questions, suggested exercises and case studies make this a potential instructional resource for policymakers, administrators and faculty members who want to build the knowledge and skills to work effectively with and/or supervise paraeducators.

Cost: \$34.00

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## **Parents with Special Needs**

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### **Parents with special needs/mental retardation: A handbook for early intervention**

**Marilyn Espe-Sherwindt, Sandra Kerlin, Christina Beatty & Suzanne Crable**

This handbook provides material and strategies that could be helpful in meeting the needs of families in which parents have special needs/mental retardation. The material is divided into five sections: "An Early Intervention Model," "Understanding of Parents with Special Needs/Mental Retardation," "Intervention Principles and Strategies," "Evaluating Progress," and "Resources." This resource will be helpful if you provide training to folks who work with parents with special needs/mental retardation.

**1990 Print**

**\$18.00**

Marilyn Espe-Sherwindt

Project Capable

Family Child Learning Center

143 Northwest Avenue, Bldg. A

Tallmadge, OH 44278

Phone (330) 633-2055 Fax (212) 465-8637

Web: <http://www.familychild.org>



# State Planning & Resource Development

This section includes resources to assist states in setting up structures to support and link the components of personnel development (recruitment, preparation, qualification, support and retention).

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## Efficacy

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### **The effectiveness of early intervention**

Guralnick, M.J. (Ed.). (1997). Baltimore: Paul Brookes.

This book summarizes and interprets research and program outcomes in early intervention since the passage of P.L. 99-457. It provides direction for second-generation research in the field and a background for understanding and addressing many aspects of early intervention service delivery.

Cost: \$79.00

### **Florida's children: Their future is in our hands**

Center for Prevention and Early Intervention Policy, Florida State University. (1994). Tallahassee, FL: Author.

This is a handbook on the causes and costs of preventing disabilities and at-risk conditions in young children through educational, maternal and child health programs that work. It presents useful and compelling data useful to trainers, policy makers and advocates, and offers a format that could be helpful to other states and regions.

Cost: \$15.00

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## Eligibility

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### **Eligibility policies and practices for young children under Part B of IDEA**

Danaher, J. (1998). Chapel Hill, NC: NECTAS.

This synthesis reflects the requirements and options to states under the 1997 Amendments to IDEA. Along with language taken directly from the IDEA statute, analyses are presented for the states and jurisdictions regarding their eligibility criteria and classifications.

Cost: \$3.00

### **State and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA**

Shackelford, J. (1998, January). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

A major challenge to policy makers in implementing the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) is determining who is eligible for services. This paper discusses how the 50 states and 7 jurisdictions that participate define developmental delay and at-risk. This is a handy resource for considering or exploring a variety of cost and service delivery issues.

Cost: \$3.00. Also available for free at <http://www.nectas.unc.edu/pubs/publist1.asp#state>

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## Financing

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### **Funding early childhood mental health services & supports**

Wishman, A., Kates, D., & Kaufmann, R. (2001). Washington, DC: Georgetown University Child Development Center.

This document offers to states and communities a framework for developing services and supports to meet the mental health needs of young children and their families. It offers an interdisciplinary process for planning and implementing comprehensive services across the birth–five age range (Part C and 619). Cost: Free. Available online at <http://www.gucdc.georgetown.edu/fundingpub.html>

### **NECTAS information update on health care reform**

NECTAS (National Early Childhood Technical Assistance System). (1994, April). Chapel Hill: Author.

A handy collection of resources on health care reform, with emphasis on the perspectives of families and advocates. Cost: \$6.00

### **Projecting the costs of early intervention services: Four states' experiences**

Perry, D. F. (1993). Chapel Hill: UNC–CH, Frank Porter Graham Child Development Center, NECTAS.

This publication was inspired by frequent questions from states seeking to determine the cost of implementing Part H and requesting data from NECTAS that could be used to answer questions from their legislature or budget office. The examples are intended to serve as methodological models for states undertaking cost studies, or as a gauge for states to measure estimates that they have received. \$5.00

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## Implementation

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### **Implementing early intervention: From research to effective practice**

Bryant, D. M., & Graham, M. A. (Eds.). (1993). New York: Guilford Publications.

This book was published to express the most current thinking of researchers in the major areas of early intervention. Lots of data, theory, and questions that could be used as effective background information for discussion of applications and policy development. Catalog #2247. Cost: \$39.50

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## Monitoring & Evaluation

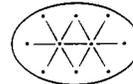
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### **Alaska Early Intervention/Infant Learning Program monitoring tool**

Alaska Department of Health and Social Services. (1994). Fairbanks, AK: Author.

This resource captures the program monitoring process and instrument used by the state of Alaska. The underlying philosophy of the standards reflected in these materials is that within certain guidelines, programs must have the flexibility to address issues in accordance with community and family norms. The examples could be used as a model by other states, as exercises for inservice training, or as teaching examples for students. Cost: Free

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**Charting change in infants, families and services: A guide to program evaluation for administrators and practitioners**

ZERO TO THREE/The National Center. (1987). Arlington, VA: Author.

This booklet describes the benefits of families and professionals engaging in ongoing evaluation to help answer the question, "What are our early intervention programs achieving?" Stock No. 16.

Cost: \$4.00

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**Part B**

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**Section 619 profile**

deFosset, S.(1999, May)(9th ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

A profile representing information from all states and jurisdictions reflecting their major state activities related to Part B-Section 619.

Cost: \$6.00

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**Part C**

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**Part C updates**

National Early Childhood Technical Assistance System (NECTAS) and the Office of Special Education Programs (OSEP). (1998, December). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

This publication assembles a variety of information on the policies and practices in the states and jurisdictions that participate in the Program for Infants and Toddlers with Disabilities of IDEA. It has resource material on implementation of Part C services (definitions, managed care activity, age focus, etc.) and a clean copy of the IDEA Amendments of 1997.

Cost: \$12.00

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**Personnel Development Systems**

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**La Ristra: New Mexico's comprehensive professional development system in early care, education, and family support**

Turner, P. (Ed.) (1999, September). Albuquerque, NM: University of New Mexico, College of Education, Center for Family and Community Partnerships.

This document chronicles more than a decade of work to create an integrated system for the preparation and support of all personnel serving young children and families. Sections clearly describe the overall process that has led to the New Mexico system as well as the components (e.g., common core content, certification, articulation, areas of specialization) of that system. The result is a clear, thoughtful framework that other states could use for planning.

Cost: \$25.00. For further information, contact Barbara Lucero at (505) 277-9648 or email [bglucero@unm.edu](mailto:bglucero@unm.edu). Available on the Web at [http://www.NewMexicoKids.org/Pro\\_dev/library/LaRistra/partners\\_in\\_change.htm](http://www.NewMexicoKids.org/Pro_dev/library/LaRistra/partners_in_change.htm)

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## Planning

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### **Early intervention self-assessment and planning guide on family-centered services and interagency collaboration: Facilitator's manual**

Wisconsin Personnel Development Project. (1992). Madison, WI: Author.

Document contains a series of activities designed to stimulate discussion about how birth-to-three program requirements and "best practices" are being implemented in local communities.

Cost: \$10.00

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## Policy Implementation

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### **Handbook for ethical policy making**

North Carolina Institute for Policy Studies. (1992). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center.

The original purpose of this handbook was to provide appropriate information that can be used by policy boards in the development and writing of guidelines for implementation of Part H. However, the vignettes, examples and ideas provided could easily be modified for use in assisting diverse preservice and inservice audiences to appreciate the complexities of the key issues in family-centered policy design.

Cost: \$7.50

### **The study of federal policy implementation: Infants/toddlers with disabilities and their families**

Gallagher, J. J. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, Carolina Policy Studies Program.

This document is a synthesis of the efforts by states to implement Public Law 99-457, Part H with particular emphasis on the areas of eligibility, policies for families, personnel preparation, finance, interagency coordination, health coordination and data systems.

Cost: \$5.00

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## Public Awareness

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### **Access to respite care and help**

ARCH: National Respite Network and Resource Center. (2000). Chapel Hill, NC: Chapel Hill Training and Outreach.

This kit provides helpful tips on how to promote awareness of crisis care or respite care services at local, regional or state level. It includes strategies for increasing public awareness, sample letters, press releases, brochures, buttons and notepads as sample publicity materials. It also includes a CD-ROM and 14-minute videotape to help create products and personalize public awareness announcements. Additional supports and materials for individuals, programs and statewide coalitions are available from ARCH ([www.archrespite.org](http://www.archrespite.org)).

Cost: \$25.00





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## **Recommended Practices**

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### **Guidelines for preparation of early childhood professionals**

National Association for the Education of Young Children (NAEYC), Division for Early Childhood, Council for Exceptional Children (DEC/CEC), & National Board for Professional Teaching Standards (NBPTS). (1996). Washington, DC: NAEYC.

This book combines into one source the early childhood profession's agreed-upon standards for teacher preparation, including NAEYC guidelines to help institutions develop preparation programs and guide states in teacher licensure, standards for preparation of early childhood educators/special educators, and licensure recommendations. Cost: \$5.00

### **What every special educator must know: The standards for the preparation and licensure of special educators**

Council for Exceptional Children (CEC). (2000). (4th). Arlington, VA: Author.

This is a core library resource for faculty who are developing curriculum and seeking CEC/NCATE accreditation, as well as for state policymakers who are evaluating their state licensure requirements. The book provides a common core of standards for all beginning special education professionals as well as standards in various specialization areas, including early childhood special education. The fourth edition also has standards for special education administrators, educational diagnosticians, transition specialists, and special education paraeducators. Cost: \$16.00

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## **Technical Assistance**

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### **Lessons learned: Provision of technical assistance to states**

Pizzo, P., Griffin, A., Keith, H., Argenta, D., & Szanton, E. (1993, April). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

This monograph shares the findings of technical assistance provided under the Better Care for the Babies (BCTB) Project. It reports on lessons learned about the technical assistance that was provided (in attempts to improve the quality of infant child care), and offers insights that could be used to assist state planning. Cost: \$9.00

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## **Tracking Systems**

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### **Keeping track: Tracking systems for high-risk infants and young children**

Berman, C., Biro, P., & Fenichel, E. S. (Eds.). (1989). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

Document shares state-of-the-art development and refinement in tracking systems. Stock No. 29. Cost: \$15.00

### **Warning signals: Basic criteria for tracking at-risk infants and toddlers**

Blackman, J. (1986). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

Identifies criteria to consider in establishing tracking systems for infants and toddlers who are at risk for developmental delays. Stock No. 67. Cost: \$3.50

# Teams

This section includes materials for promoting teamwork.

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## Primary Resources

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### **Interdisciplinary teamwork: A guide for trainers and viewers**

**Virginia Institute for Developmental Disabilities**

This two-part video emphasizes the effects of team process on the recipients of team service, young children with disabilities and their families. Both segments provide the opportunity to see a team in action, first not functioning effectively (Part 1: A Team in Name Only) and then learning to work together (Part 2: Becoming an Effective Team). The video and training guide were designed to facilitate discussion and analysis of both positive and negative team processes (disagreement among team members, not honoring family priorities, using jargon, etc.). The guide provides background information, training objectives, a content outline, and suggested learning activities which can be for preservice or inservice training.

**1990 Print with two accompanying \$75.00 plus \$7.50 shipping  
videotape segments (22 minutes each)**

**Stock No. 00701**

Child Health and Development Educational Media (CHADEM)  
5632 Van Nuys Blvd., Suite 286  
Van Nuys, CA 91401  
Phone (800) 405-8942 Fax (818) 994-0153  
Web: <http://www.childdevmedia.com>

### **Skills inventory for teams (SIFT)**

**Corinne W. Garland, Adrienne Frank, Deana Buck, & Patti Seklemian**

The SIFT is an inventory of skills needed to function as part of an early intervention team. The instrument is divided into Team and Team Member sections. The Team section examines overall team functioning; the Team Member section examines individual teamwork skills. Each section is organized with a screening scale and an assessment checklist. The screening scales help teams and individual team members identify key areas of need and strength regarding teamwork. The checklists then help clarify and prioritize for improvement in the targeted areas. Directions and forms are provided, along with forms for creating development plans. This instrument could be a valuable team-based decision-making activity.

**1992 Print**

**\$20.00 plus shipping & handling.**

**Request #CDR921**

Child Development Resources  
P.O. Box 280  
Norge, VA 23127-0280  
Phone (757) 566-3300 Fax (757) 566-8977  
Web: <http://www.cdr.org>

**Stages of group development**

**Project Vision**

This 32-minute videotape opens with an overview of the stages of team development: forming, storming, norming and performing, with information about what can be expected at each phase. These concepts are further defined by showing a group in the process of endeavoring to become a team. Four distinct segments of this group's interactions, each representing a phase of team development, are presented, followed by a recap of the key concepts. This videotape, which shows successful group problem-solving, positive parent participation, and shared learning from different viewpoints, could easily be used in conjunction with "A Team in Name Only" (above), which illustrates miscommunications and absence of collaboration. Selected portions of the tape could also be used in training to illustrate skillful group facilitation and successful conflict resolution.

**1994 Videotape \$65.00**

Jennifer Olson/Karen Durst  
 Idaho Center on Disabilities and Human Development  
 University of Idaho  
 129 West Third  
 Moscow, ID 83843  
 Phone (208) 885-3588 Fax (208) 885-3628  
 Email: jenn@uidaho.edu  
 Web: <http://www.ets.uidaho.edu/cdhd/catalog/toc.htm>



**Teaming**

**Jennifer Olson & Cari Lee Murphy**

These multi-faceted materials were developed as part of the BEST (Building Effective Successful Teams) series. Key to the set is the training manual, which includes eight chapters covering team development, roles, group norms, communication, conflict management, goal setting, effective meetings, and action planning. Each chapter is packed with information, activities, questionnaires, and other materials for addressing the content. Two related videotapes (*Stages of Group Development* and *Overcoming Roadblocks to Team Development*) and a facilitator's guide complete the package, which was designed to be offered as a 30-hour self-directed course.

**1997 Print, videotape Module \$65.00  
 (includes two videos and workbook)**

Jennifer Olson  
 Idaho Center on Developmental Disabilities  
 University of Idaho  
 Moscow, ID 83843  
 Phone (208) 885-3588 Fax (208) 885-3628  
 Email: jenn@uidaho.edu

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**Supplemental Resources**

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**Administrative [team] challenges in early intervention**

Garland, C. W., & Linder, T. W. (1994). In L. Johnson, R. J. Gallagher, M. J. LaMontagne, J. B. Jordan, J.J. Gallagher, P.L. Hutinger, & M.B. Karnes, (Eds.), *Meeting early intervention challenges: Issues from birth to three* (2nd ed.). Baltimore, MD: Paul H. Brookes.

This chapter deals with aspects of teamwork in early intervention, including administrative aspects of teaming and transdisciplinary teamwork. Cost: \$30.00.

## The collaboration guide for early career educators

Fishbaugh, M.S.E. (2000). Baltimore: Paul Brookes.

Today's educators are required to work collaboratively with a variety of partners—other teachers, parents, paraeducators, community agencies—yet few are adequately prepared to do so. Each issue-focused chapter in this book covers key skills needed by every educator, such as communicating effectively, resolving conflicts, co-teaching and supervision. Goals, objectives, activities, photocopiable forms and vignettes are also included, making this a great resource for preservice, inservice or personal use. Examples are varied and effectively target both general and special education issues, as well as the intersection between the two.

Cost: \$34.95

## Collaborative working relationships

Elder, J.O. (1994). Austin, TX: J.O. Elder Associates.

The activities and formats included in this two-part resource address key areas of getting people to work together effectively, including understanding and appreciating differences, motivation for collaboration, and roles and responsibilities for collaboration. The facilitator's manual provides all instructional materials for delivering four 3½-hour modules, including interactive learning activities and transparency masters. The accompanying participant's workbook contains 35 interactive projects and assessment tools, the Personal Development Profile (a learning instrument to identify work behavioral strengths), and a supplemental reading list.

Cost: Manual – \$45.00; Workbook – \$25.00

## Community partnerships: Working together

U.S. Department of Health and Human Services. (1996). Washington, DC: U.S. Government Printing Office.

If you're looking for detailed, practical training materials on collaboration, this volume from the series *Training Guides for the Head Start Learning Community* may meet your need. Four modules ("What Is Collaboration," "Elements of Success," "Challenges of Collaboration," "Practicing the Collaborative Process") are provided. Each module includes learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice.

Cost: \$10.00

## Consultation, collaboration and teamwork for students with special needs

Dettmer, P., Dyck, N., & Thurston, L.P. (1999). Needham Heights, MA: Allyn & Bacon.

This book is packed with information, checklists, self-assessments, and forms for promoting family-centered collaborations. Liberally sprinkled throughout this text are scenarios and vignettes, which can be used as mini-cases, and applications, which are alternative assignments for extending learning into real life settings. One entire chapter is devoted to professional development for collaboration!

Cost: \$59.00

## Does your team work?

Neugebauer, R., & Neugebauer, B. (1997). Redmond, WA: Child Care Information Exchange.

You'll find exciting ideas from eight different authors on assessing team performance, fostering staff cohesion, managing meetings and other aspects of effective teamwork in this book.

Cost: \$10.00

## Facilitator's guide to participatory decision-making

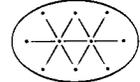
Kaner, S. (1996). Gabriola Island, British Columbia: New Society Publishers/Canada.

This 8-chapter source book offers methods, skills and tools for supporting groups in working together to make wise decisions. Clear useful ideas and materials for encouraging full participation, promoting mutual understanding, fostering inclusive solutions, and teaching new thinking skills are provided.

Cost: \$24.95

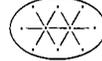
## Teams

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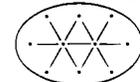
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**Improving work groups**

Francis, D., & Young, D. (1992). San Francisco, CA: Jossey-Bass.

Materials focused on the underlying concepts of working teams include 25 activities that enable teams to work through “blockages” and other elements that inhibit success. One tool, the Team-Review Survey, contains statements related to team effectiveness that can be used to assess team functioning, strengths, and barriers. Cost: \$39.95.

**Leadership: The vision beyond the doorway**

Collaborative Services Inservice Demonstration Project. (1997). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

Materials with which to explore new ways of working together, creative ways of funding that work, and innovative ways to use teaching and training to support those new ideas are included in this manual. It includes seven modules on specific aspects of teamwork and collaboration, including leadership, strategic planning, managing change, overcoming barriers, and changing public policy. Each module includes information, activities, and additional resources that could be used for teaching, training, or personal development. Cost: \$20.00.

**Learning to lead teams: Developing leadership skills**

Johnson, D.W., & Johnson, R.T. (1997). Edina, MN: Interaction Book Company.

Here’s a book that was written with one purpose in mind: to improve leadership skills. With lots of activities, checklists, and worksheets, it offers suggestions in areas that range from solving interpersonal problems and mediating to reducing tension and stress through humor. A great investment for teaching or personal use! Cost: \$22.00

**Navigating new pathways: Obstacles to collaboration**

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho.

This 15-minute videotape is organized in five short scenarios that reflect different team challenges in a sample inclusive Head Start classroom. No pat answers are provided, but lots of opportunities for discussion of team challenges in areas including communication, roles, planning, differing philosophies, and training. Cost: \$65.00

**Overcoming roadblocks to team development**

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho.

This videotape is the sequel to *Stages of Group Development* (see above). It helps groups recognize common roadblocks to team development and then reviews four strategies for overcoming these roadblocks. This video could be used to assist self-awareness and problem-solving for students or practitioners. Cost: \$65.00

**Parker team player survey**

Parker, G. M. (1991). Palo Alto, CA: Consulting Psychologists Press.

This instrument allows you to identify and understand your primary style(s) and strengths as a team player. A great resource for helping team members recognize their contributions and plan to increase overall team effectiveness. Stock No. 4913. Cost: \$8.00

**Project Relationship: Creating & sustaining a nurturing community**

Poulsen, M.K., & Cole, C.K. (1996). Los Angeles: Los Angeles Unified School District.

This 41-minute (5 segment) videotape depicts a family and professionals working together to meet the needs of a young child with significant behavioral issues. Along with accompanying written material, it provides a nice model for practitioners who want to develop their skills for planning effectively with families. Cost: Free



## Resistance to change

Project Vision. (1994). Van Nuys, CA: Child Development Media.

What you'll see on this tape is a lengthy team meeting, attended by an occupational therapist, speech-language pathologist, special education teacher, aide, school psychologist, principal, and kindergarten teacher. While meeting to discuss the inclusion of a child in the kindergarten at a public school, issues arise concerning financing, integrated therapy, class size, fears of each professional with regard to change, and problems with "top-down" decisions. While no pat answers are offered, strategies for helping support changes are offered. Cost: \$71.50

## The story of the goose

Training Resource Center/NJDA. (1992). Richmond, KY: Eastern Kentucky University.

This four-minute video tells the story of how geese have developed a model of team work and cooperation that can be an inspiration to even the most cynical. Cost: \$65.00

## Team practices profile

Frank, A., & Garland, C.W. (1997). Norge, VA: Child Development Resources.

The core of this document is a self-rating checklist for early intervention teams. Completion of the checklist and identification of next steps can assist teams in moving toward more family-centered, transdisciplinary service delivery and promote better team problem solving. Cost: \$29.95

## Team-building source book

Phillips, S.L., & Elledge, R.L. (1989). San Francisco, CA: Jossey-Bass.

Fully-reproducible activities and materials for a single team building exercise or a sequence of team building events. Eleven modules of varying length (15 minutes to three hours) are included on aspects of teamwork, each complete with objectives, instructions, sample assessment materials, and handouts. Stock No. 545C17. Cost: \$99.95

## Thomas-Kilmann conflict mode instrument

Thomas, K. W., & Kilmann, R. H. (1991). Palo Alto, CA: Consulting Psychologists Press.

Instrument for examining how individuals deal with situational conflict and for planning conflict-resolution approaches. Stock No. 4813. Cost: \$6.50

## Transdisciplinary play-based intervention

Linder, T.W. (1993). Baltimore, MD: Paul H. Brookes.

This monograph provides creative strategies for promoting cognitive, social-emotional, communication and language, and sensorimotor development. Using the Transdisciplinary Play-Based Intervention (TPBI) Planner, team members can choose activities to design individualized family service plans and individualized education programs. Cost: \$49.95

## Transdisciplinary teaming in the preschool classroom

Early Childhood Collaborative Services Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center.

This is a concise package of ideas for addressing transdisciplinary issues within the context of the preschool classroom. Information, activities, handouts, and strategies are provided. Cost: \$6.00

# Transitions

This section offers material for sharing information about the transitions made by young children and families.

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## Primary Resources

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### **Project STEPS (Sequenced Transition to Education in the Public Schools) training manual and training module handouts**

Beth Rous

The STEPS training manual provides materials for persons wishing to offer training on any or all aspects of community-wide systems of transition. The manual includes an overview of the STEPS model, description of training materials, overhead and handout masters, a guide for trainers in presenting visual and handout information, guidelines for time allotments, and sample agendas. As the STEPS model relies heavily on a "team approach" to training, much emphasis is placed on effective team meetings, community team development, and team building.

1997 Print

\$50 (training manual)

\$25 (training module handouts)

Project STEPS Dissemination Center  
Human Development Institute  
126 Mineral Industries Building  
University of Kentucky  
Lexington, KY 40506-0051  
Phone (606) 257-9117 Fax (606) 257-4353  
Web: <http://www.ihdi.uky.edu/stepsweb/>

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## Supplemental Resources

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### **Building bridges to kindergarten: Transition planning for children**

Rosenkoetter, S.E., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project.

This 16-minute videotape and companion guide entitled *It's a Big Step* are intended to assist community-based collaboration to promote effective transitions. The materials support a process through which community planners could come together, assess the positive transition practices in place, and determine additional actions or events to improve current practices.

Cost: \$30.00 (videotape and guide)



**Effective transition practices: Facilitating continuity**

U.S. Department of Health and Human Services. (1996). Washington, DC: U.S. Government Printing Office.

If you're looking for detailed, practical training materials on transition, this volume from the series Training Guides for the Head Start Learning Community may be just the ticket. Three modules ("Transition and Change," "Transition and Continuity," "Partnerships for Continuity") include learning outcomes, key concepts, background information, activities, and handouts, as well as ideas to extend practice.

Cost: \$16.00

**Family and child transitions into least restrictive environments (FACTS/LRE) publications**

FACTS/LRE Project. (1999). Champaign, IL: Author.

This recently completed federal project has left behind a rich legacy: five instructional modules on aspects of transition. Topics covered include interagency agreements, entering a new preschool, facilitating inclusion in community settings, planning transitions to preschool, and writing an interagency agreement on transition. Great content, vignettes, and teaching examples.

Cost: Free. Download from the Web at <http://facts.crc.uiuc.edu>

**Making a difference**

Chapel Hill Training and Outreach. (1995). Chapel Hill, NC: Author.

This 20-minute videotape was developed through one of 32 federally-funded programs for supporting Head Start children in making successful transitions to kindergarden. The film illustrates how schools, communities, families, college volunteers, and agencies (housing, YMCA, police) can work together, with strong emphasis on outreach and family support.

Cost: \$40.00

**Mariah's story**

Bridging Early Services Transition Project. (1997). McPherson, KS: Associated Colleges of Central Kansas.

Mariah Slick has Down Syndrome. This video shows the steps in the story of Mariah and her family as they transition from infant-toddler intervention services to special education services at a nearby Head Start. The 11-minute tape is supported with extensive print and training exercises and is appropriate for any audience of students, practitioners, families, or administrators.

Cost: \$30.00 plus tax

**Passages: Providing continuity from preschool to school**

Southeastern Regional Vision for Education (SERVE). (1995). Tallahassee, FL: Author.

Using examples from day care programs, Head Start programs, and public schools throughout the southeast, this 32-minute videotape illustrates key concepts of transitions that promote school success for young children (developmentally appropriate practices, cultural congruity, interagency collaboration, multi-age groupings, cooperative learning, site management, family involvement, and preschool/ kindergarden continuity). Pleasant footage provides basic facts in an engaging manner. Cost: \$19.95

**Project STEPS university packet**

Rous, B. (1995). Lexington, KY: Project STEPS Dissemination Center.

This packet was developed to assist faculty in addressing transition content as part of their course work. It contains overview information about transition, recommended practices from the STEPS project in the areas of administration, staff involvement, family involvement and child preparation, overheads, and handouts.

Cost: \$3.00

### **Terrific transitions: Ensuring continuity of services for children and their families**

Southeastern Regional Vision for Education (SERVE). (1997). Tallahassee, FL: SERVE.

This resource booklet was designed to assist caregivers, educators, and parents in improving transitions and creating continuity of services for children, ages 0–8, and their families. This is an easy-to-read resource guide that includes a brief history of the transition movement, checklists, strategies, samples for promoting continuity, and a list of suggested resources. Cost: \$6.00



### **Transition: A time for growth**

Rosenkoetter, S., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project.

A positive, informative 12-minute videotape with strategies for transitioning children (with or without special needs) from preschool to kindergarten. Some of the strategies illustrated include visits to receiving sites by children and families, creating portfolios to accompany children to receiving sites, and transition fairs. Specific considerations for urban and rural settings are addressed. A companion booklet, *Step Ahead at Age 3*, is available in English or Spanish. Cost: \$30.00

# Family Participation

This section includes materials to support the involvement of family members in different roles, including leadership, advocacy, personnel preparation, and program design and development.

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## Primary Resources

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### **Making room at the table: Fostering family involvement in the planning and governance of formal support systems**

Elizabeth S. Jeppson, Josie Thomas, Anthony Markward, Jo Anne Kelly, Gail Koser, and David Diehl

This manual, co-created by the Family Resource Coalition of America and the Institute for Family-Centered Care, provides trainers and facilitators with information and materials for conducting a three hour module designed to foster family involvement in the advisory and decision-making roles. The content is relevant, current, and research-based. The format and activities reflect principles of adult learning. The manual is clearly written and includes handouts and overheads.

**1997 Print**

**\$17.00 plus \$2.50 shipping & handling  
(members receive a discount)**

Jackie Lally, Publication Director  
Family Resource Coalition of America  
20 N. Wacker Dr., Suite 1100  
Chicago, IL 60606  
Phone (312) 338-0900  
Email: [frca@frca.org](mailto:frca@frca.org)      Web: <http://www.familysupportamerica.org>

### **Vanderbilt family empowerment project: Family group curriculum manual**

Craig Ann Heflinger, Jan Anderson, Joann Digby, Charles Grubb, & Carolyn Williams

This manual, developed through the Vanderbilt Family Empowerment Project, provides all materials necessary to conduct a training program designed to enable parents to become collaborators in their children's mental health treatment. The materials are organized in three modules, focused on knowledge (of the service delivery system, assessment, and rights), services efficacy (reinforcing the motivation for changing parents' behavior and relationships to the service provider), and skills (in areas including assertiveness, communication, and goal setting). While these materials were originally designed to provide training to families who had children with mental health needs, they have much broader application. Most activities and assignments could be easily modified for any audience.

**1994 Print**

**\$15.00**

Resource Specialist  
Center for Mental Health Policy  
Vanderbilt Institute for Public Policy Studies  
1207 18th Avenue South  
Nashville, TN 37212  
Phone (615) 322-8435      Fax (615) 322-7049  
Web: <http://www.vanderbilt.edu/VIPPS/CMHP/publications.html>

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## **Supplemental Resources**

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### **After the tears**

Simons, R. (1987). Orlando, FL: Harcourt, Brace, Jovanovich Publishers.

This collection of stories from families on raising a child with a disability, interspersed with ideas and suggestions, can provide insights for family members or professionals. Stock No. 0156029006.

Cost: \$10.00

### **Assuring the family's role on the early intervention team: Explaining rights and safeguards**

Hurth, J.L., & Goff, P.E. (1996). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS.

This monograph is a synthesis of innovative practices and ideas for explaining procedural safeguards to families. It provides a step-by-step model that could provide useful information and practice to administrators, providers, or family members.

Cost: \$6.00

### **Between us: Families talk about their babies and toddlers with special needs**

Texas Interagency Council on Early Childhood Intervention. (1999). Austin, TX: Author.

In this 14-minute video, parents of children receiving services praise Texas' Early Childhood Intervention program (ECI) for making profound differences in their families' lives. The film offers valuable advice for parents from parents regarding the day of diagnosis; going home, and learning from professionals about how to work with their children.

Cost: Free

### **Building a strong family/Creando una familia fuerte**

Hallfin, T.B., Villaseñor, J., & Cohen, K. (1998). Minneapolis, MN: PACER Center.

Five stories are presented to illustrate cultural conflicts and other issues Hispanic/Latino parents of young children (with or without disabilities) often encounter in the U.S. Written in both Spanish and English, the stories offer advice on parenting and explore challenges around setting limits, discipline, nutrition, preparing for the transition to public school, and conflicts between traditional and Western approaches to health care. While written for parents, the stories could also be helpful to practitioners working with Hispanic/Latino families. A Hmong and English version of this resource is also available.

Cost: \$10.00

### **Coping with the challenges of disability**

Blue-Banning, M., Santelli, B., Guy, B., & Wallace, E. (1994). Lawrence, KS: Beach Center on Families and Disability.

These materials were designed to share information with parents or primary caregivers of children with disabilities about cognitive coping strategies. The content, presenter guidance, activities, and family stories are diverse, engaging, and clearly presented. They provide information about ways that families of children with disabilities cope with their experiences. This is a good resource for preservice or inservice audiences. Stock No. 2C.

Cost: \$11.50

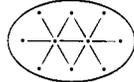
### **Developing and maintaining mutual aid groups for parents and other family members: An annotated bibliography**

Stuntzner-Gibson, D., Koroloff, N.M., & Friesen, B.J. (1990). Portland, OR: Portland State University Research and Training Center.

This monograph was developed to provide resources to family members and professionals. The books, articles, handbooks, conference proceedings, and newsletters address key issues including organizing and developing parent support groups and self-help groups and professionals' roles in parent support groups and self-help groups.

Cost: \$7.50

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**Dictionary for parents of children with disabilities**

The M.V.P. (Most Valuable Parent) Project. (1993, June). Gregory, SD: South Dakota Parent Connection.  
This dictionary includes terminology used within the fields of testing/evaluation, early intervention, special education and related services, medical and therapeutic services, family supports and resources, vocational training, guardianship, and insurance. Cost: Parents may order copies at no charge.

**The early intervention dictionary: A multidisciplinary guide to terminology**

Coleman, J.G. (1999). Bethesda, MD: Woodbine House.  
From *acidosis* to *zygote*, this dictionary defines hundreds of medical, therapeutic, and educational terms commonly used in the early intervention field. This can be a great resource for helping parents, students, and many different professionals in the field to understand one another and collaborate successfully. Cost: \$17.95

**Essential allies: Families as advisors**

Jeppson, E.S., & Thomas, J. (1995). Bethesda, MD: Institute for Family-Centered Care.  
This book has lots of very practical information, illustrations, and resources for supporting family involvement in advisory activities, including training. Developed to “help bridge the gap between providers’ past training and new expectations of collaboration and partnership with families,” this publication succeeds in a big way. Item No. 32060. Cost: \$15.00

**The Exceptional Parent 2000 resource guide: Directories of national organizations, associations, products and services**

(2001). *Exceptional Parent*.  
This annual publication provides information about and addresses/phone numbers for resources that range from parent training and information centers to state assistive technology programs. Cost: \$19.95

**Families as advisors: A training guide for collaboration**

Jeppson, E.S., & Thomas, J. (1997). Bethesda, MD: Institute for Family-Centered Care.  
New collegial relationships among families and practitioners bring opportunities to increase the responsiveness of programs and institutions, and also demand new attitudes and skills. The eight training activities included in this guide were designed to encourage dialogue and promote creative thinking related to families in advisory roles. Activities use a number of approaches (brainstorming, large and small group discussion, individual reflection) that should appeal to different types of learners. This is a nice companion to the earlier publications, *Essential Allies: Families as Advisors* and *Words of Advice: A Guidebook for Families Serving as Advisors*. Cost: \$10.00

**Families in program and policy**

Wells, N., Anderson, B., & Popper, B. (1992). McLean, VA: National Maternal and Child Health Clearinghouse.  
This publication summarizes the results of a national survey to determine the kinds and amounts of participation by parents and other family members in Title V Children with Special Health Care Needs (CSHCN) programs. Information included about the benefits and challenges of family involvement could be very useful in planning and training. Stock No. G059. Cost: Free

### **Family involvement in policy making**

Koroloff, N.M., Hunter, R.W., & Gordon, L. (1995). Portland, OR: Portland State University Regional Research Institute for Human Services.

This monograph summarizes the findings of Families in Action, a five-year project to learn from the experiences of parents and other family members of children with emotional disorders who served as members of policy-making boards, committees, and other policy-related bodies. Lessons learned from families and the project are offered, along with measures and other project-related materials.

Cost: \$10.25

### **Family-centered service coordination: A manual for parents**

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline.

This monograph is designed to answer family questions about the early intervention services that may be received.

Cost: \$7.00. Available in English and Spanish.

### **For families**

Schuyler, V., Sowers, J., & Broyles, N. (1998). Portland, OR: Hearing and Speech Institute.

A guidebook and companion videotape offer family members information and strategies for helping young children who are deaf or hard of hearing to learn to listen and communicate. Very useful information is provided (e.g., selecting a communication approach, child care, amplification) in a clear manner with suggestions from other family members interspersed. With the advent of universal hearing screening and anticipated increases in early referrals of very young children who are deaf or hard of hearing, these materials may also be very useful to students and practitioners.

Cost: \$90.00

### **Go ask Alice: A guidebook for parents serving on state and local interagency councils**

Early Integration Training Project, Center for Special Needs Populations, Ohio State University. (1991). Columbus, OH: National Clearinghouse of Rehabilitation Training Materials.

This clever "guidebook" is offered as a road map to ICC-land for parents who wish to be involved in shaping public policy regarding early intervention, by participating in state or local Interagency Coordinating Councils (ICCs).

Cost: \$6.00

### **Growing great babies: A guide to caring for and supporting your baby's development**

Elliott, L. (1999). San Angelo, TX: Great Kids, Inc.

This booklet was developed to support parents in caring for their baby during the first six months. Examples emphasize social, physical, and intellectual development. Strategies and examples address building a safe and trusting environment, feeding, touching, communication, and play. A Spanish version (*Un baile con tu bebé*) is also available.

Cost: \$3.00 (discounts for bulk orders)

### **How can we help? A resource for families**

Child Development Resources, Inc. (1991). Norge, VA: Child Development Resources.

This practical, easy-to-use instrument will help families identify their own resources and their concerns for purposes of gathering information and IFSP planning. Order No. CDR91H.

Cost: \$15.00 for package of 50

### **Keeping it together: A notebook for families**

Parents Reaching Out. (1997). Los Lunas, NM: Author.

This clever binder is a health and resource organizer for children with special needs and their families. Held one way all information appears in English; flipped over all information appears in Spanish. While some of the examples are New Mexico-specific, the model for helping manage the paperwork of early childhood intervention is a useful and thoughtful one.

Cost: \$20.00

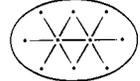


**Linking our voices (Unamos nuestras voces)**

Educational Services, Inc. (1996). Washington, DC: Head Start Bureau, Head Start Publications Management Center.

Designed to motivate and recruit parents and community representatives as Head Start Policy Council and Policy Committee members, these resources offer lots of possibilities. Each set includes a very detailed facilitator's manual, participants' handouts, and a 22-minute videotape. These are great resources for sharing information with students, community agencies, public schools, and other audiences about the key role of parents and community representatives in all Head Start policy and procedural decisions (and by extension, in all efforts serving young children). All materials are available in English and Spanish. Cost: Free

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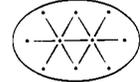
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**Making a difference together: A guide to early intervention in New Mexico**

New Mexico Department of Health. (n.d.) Albuquerque, NM: Author.

This video provides a great example of how families can benefit from early intervention services. Using the stories of culturally diverse families, it takes you step-by-step on the process of entry into, services from and transition to the early intervention system. The role of the service coordinator is described, along with the roles of other providers who may work with the child and family. Evaluation for eligibility is discussed, including the five development domains that are assessed (cognitive, communication, self-help skills, motor, and social-emotional development). The critical role of the parent on the team is discussed, as well as the acknowledgement that families know their child the best. While the examples are New Mexico-specific, the ideas are more broadly applicable. English and Spanish versions are included on the same tape. Cost: Free

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**Making the system work: An advocacy workshop for parents**

Kelker, K.A. (1987). Portland, OR: Portland State University Regional Research Institute for Human Services.

The resources presented in this package are designed to provide family members with skills and strategies for serving as more effective advocates. The activities include role plays and vignettes with follow-up questions that could be used with parent and professional audiences to address a variety of family-centered practice and training issues. Cost: \$8.50

**The parent leadership program training manual**

Blough, J., Brown, P., Dietrich, S., & Fortune, L.B. (1996). (2nd ed.) Bethesda, MD: Institute for Family-Centered Care.

Looking for new ways to mentor, guide, encourage, and support family members in leadership roles, including teaching and training? Based on a 7-session training designed by parents for parents and professionals, this manual includes sample agendas, fully-developed activities, financial support and evaluation forms, and lists of additional resources. Many of the activities could be used for skill development with any audience. Cost: \$25.95 includes postage and handling

**The parent perspective: A parent consultant directory**

Whitehead, A., Brown, L., & Rosin, P. (1994, September). Madison, WI: Wisconsin Personnel Development Project.

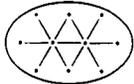
A directory of parents interested in presenting their family experiences and perspectives. Cost: \$5.00

**Parent to parent: Encouraging connections between parents of children with disabilities**

Brown, L., & Irwin, L. (1992). Madison, WI: Wisconsin Personnel Development Project.

This handbook is directed at parents and professionals who see a need for parent-to-parent matching in their area and want to know how to get started. Cost: \$5.00

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### **The Parent to Parent handbook**

Santelli, B., Poyadue, F.S., & Young, J.L. (2001). Baltimore: Paul Brookes.

In this comprehensive book, the authors share the ins and outs of developing and maintaining a strong, local Parent to Parent program that individually matches "veteran" supporting parents with those who are new to the challenges of caring for a child with a disability. Drawing on research about Parent to Parent groups and best practices in program development and training, this resource provides guidelines that range from finding, preparing, and matching supporting parents with newly referred parents to tips on accessing funding.

Cost: \$29.95

### **Parent-professional collaboration content in professional education programs: A research report**

Friesen, B.J., & Schultze, K.H. (1992). Portland, OR: Portland State University Regional Research Institute for Human Services.

This monograph summarizes findings from examination of the curricula of five disciplines: medicine, social work, nursing, psychology, and special education. Each section lists discipline-specific examples of courses and programs in which family-professional partnerships are being featured, as well as specific examples of resources and materials. Could be helpful for embedding family-centered content in existing coursework and enhancing family participation in training.

Cost: \$5.00

### **Parents as policy-makers: A handbook for effective participation**

Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services.

The purpose of this manual is to provide parents and other family members of children with disabilities with some practical tools with which they can become effective partners with professionals in the policy-making process. It is divided into four sections: understanding the process, strategies for effective participation, organizing as advocates, and resources for decision-making.

Cost: \$7.25

### **A parent's guide**

National Information Center on Children and Youth with Disabilities (NICHCY). (various). Washington, DC: Author.

The Center generates a variety of parent guides (Serving on Boards and Committees, Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities, Accessing Parent Groups) with clear, useful information.

Cost: All are available in English and Spanish on the Web at <http://www.nichcy.org/pubs1.htm>

### **The premature baby book**

Harrison, H. (1983). New York: St. Martin's Press.

This book, written by a parent, presents clear, carefully-researched and basic information for families of premature babies. It presents the basic medical information, answers to frequently asked questions and a complete guide to taking the premature infant home. Proceeds from the sale of this book will be donated to organizations that help premature babies and their families.

Cost: \$19.95 plus shipping & handling

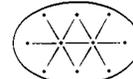
### **SSI helping kids**

National Center for Policy Coordination in Maternal and Child Health. Gainesville, FL: Author.

This 10-minute videotape is designed to provide parents and professional staff with basic information about the SSI program for children, including purpose, eligibility criteria, application procedures and benefits. The tape could stand alone or be integrated in education or outreach efforts.

Cost: Free

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### **Special children, challenged parents: The struggles and rewards of raising a child with a disability**

Naseef, R.A. (2001). Baltimore: Paul Brookes.

Naseef writes from two unique perspectives: as the father of a son with autism and as a clinical psychologist who specializes in working with families of children with disabilities. His writing illustrates the impact that a child's disability has on the entire family and offers suggestions for dealing with fear, guilt, shame, sibling rivalry, marital strain and other challenges. This book offers insights for all readers.

Cost: \$21.95

### **Successfully parenting your baby with special needs: Early intervention for ages birth to three**

Hanlon, G.M. (1999). Fair Haven, NJ: Edvantage Media.

This video provides a detailed overview of early intervention, geared toward families of very young children with special needs who are just getting involved with services. The tape presents current information on key aspects of a state system (e.g., referral, evaluation, IFSP). A caution in using this tape is that it reflects largely Anglo-European families in comfortable, middle class settings, and thus is not reflective of the cultural, ethnic, linguistic, or socioeconomic diversity of families receiving early intervention services.

Cost: \$49.95

### **Telling your family story . . . parents as presenters**

King, S. (Ed.). (1994, October). Madison, WI: Wisconsin Personnel Development Project.

This videotape and accompanying guide can be used by individuals or groups who are interested in improving their presentation skills. The materials, while somewhat dry, can be used to help family members and caregivers to share their personal experiences through the encouragement and examples of the families featured on the tape.

Cost: \$60.00



### **The 3R's for special education: A guide for parents/A tool for educators**

Trevor, G.H. (1998) Fair Haven, NJ: Edvantage Media.

This 45-minute video is especially geared toward parents to assist them in advocating for their child with special needs within school systems. An overview of the special education system, laws and rights, designing IEPs, and preparing for meetings are some of the topics covered. Along with practical tips for navigating the process, words of advice from other parents (e.g., the Welcome to Holland story) and encouragement of self-advocacy are consistent themes.

Cost: \$49.95

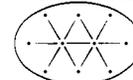
### **The tigers are sleeping**

New Mexico Department of Health. (n.d.) Albuquerque, NM: Author.

If you're looking for a videotape that promotes the value of early intervention, as described by culturally and linguistically different families, you may want to order this one. It's 7-minutes long, and presents the stories of three families, each reflecting on their initial feelings upon discovering they had a child with special needs. The families describe how they entered into the early intervention system and how the services have benefited their child and family. The video ends with parents offering suggestions to other families who have a child with a disability. The fact that examples are New Mexico-specific does not diminish the value of this resource.

Cost: Free

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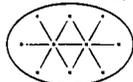
### **Words of advice: A guidebook for families serving as advisors**

Thomas, J., & Jeppson, E. (1997). Bethesda, MD: Institute for Family-Centered Care.

This publication offers guidance for thinking through the benefits and demands of advisory roles for family members, presents some fundamental principles for being a successful advisor, and suggests practical tips for dealing with common challenges that families encounter in these new roles. Designed as a follow-up to *Essential Allies*, the guidebook mixes useful self-assessment checklists with words of advice and encouragement from family members around the country who are already serving as advisors. Item No. 32061.

Cost: \$10.00

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### **Working together: Early intervention family participation resources**

Early Intervention Services, Massachusetts Department of Health. (1997, January). Boston: Massachusetts Department of Public Health, Bureau of Family and Community Health.

This publication represents a collection of ideas for family members, practitioners, or administrators to use to stimulate and support family participation in early intervention programs. The information included ranges from the fundamentals of family participation to advisory roles, public awareness committees, and family participation standards.

Cost: Free

### **You will dream new dreams: Inspiring personal stories by parents of children with disabilities**

Klein, S.D., & Scive, K. (2001). New York: Kensington Books.

This book is a rich mixture of personal stories, insights and information. Each of the 60 stories is written by a "veteran" parent and presents an honest and open account of raising a child with special needs. These personal accounts can be used to support and encourage family members and to provide students with new insights and perspectives.

Cost: \$13.00

### **Your child has a disability**

Batshaw, M. (1991). Baltimore: Paul Brookes.

This book has lots of information for family members, practitioners and faculty. Along with easily understandable descriptions for procedures, diagnoses, and interventions, it offers some great teaching and training materials. For example, Chapter 2's section on reading a medical report offers several examples of jargon-laden writing paired with "translations." Students could be provided with the jargon, asked to write translations, and given Batshaw's translations to compare with.

Cost: \$24.95

# Personnel Preparation & Development

This section includes information on models (mentoring, consultation) and methods (instructional approaches, case method and team-based approaches) for supporting preservice education, inservice training, and ongoing staff development.

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## Primary Resources

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### **By design: Family-centered, interdisciplinary preservice training in early intervention**

Amy Whitehead, Betty Ulanski, Beth Swedeen, Rae Sprague, Gail Yellen-Shiring, Amy Fruchtman, Carrie Pomije, & Peggy Rosin

This guide for faculty and trainers was developed by the Family-Centered Interdisciplinary Training Project in Early Intervention. It describes all the strategies used to stimulate, support, and evaluate learning by students from different disciplines (seminars, team activities, family mentor experience, community placement, supervision). All materials for replicating these strategies are included, along with evaluation data from the project to guide implementation.

**1998 Print**

**\$40.00**

Waisman Early Intervention Program

1500 Highland Avenue, Room 231

Madison, WI 53705

Phone (608) 263-5022 Fax (608) 263-0529

Email: sanders@waisman.wisc.edu Web: <http://www.waisman.wisc.edu/earlyint/>



### **Lives in progress: Case stories in early intervention**

**P.J. McWilliam and invited contributors**

This thought-provoking book uses the case method of instruction to give students (preservice) and participants (inservice) the opportunity to practice the problem-solving and decision-making skills they need on the job. The book includes twenty "unsolved" case stories based on actual work experiences of early interventionists across the United States. They can be used to develop skills for listening, advocacy, understanding diverse points of view, and collaborative action planning. A companion *Instructor's Guide*, featuring teaching notes and other supplemental materials, is available upon request to instructors.

**2000 Print**

**\$32.00**

Paul H. Brookes Publishing Co.

P.O. Box 10624

Baltimore, MD 21285-0624

Phone (800) 638-3775 Fax (410) 337-8539

Email: [custserv@brookespublishing.com](mailto:custserv@brookespublishing.com) Web: <http://www.pbrookes.com>

## **The winning trainer: Winning ways to involve people in learning**

Julius E. Eittington

With its extensive appendices available for copying (120+ pages), this book presents engaging and dynamic techniques that involve learners in the learning process, increasing retention and understanding. Sections on getting things started (icebreakers, openers), using small groups effectively, role playing, games, exercises, puzzles, case method, evaluation, and transfer will have application in both preservice and inservice settings. There's even a chapter called "If you must lecture . . .," describing how to make this instructional approach as effective as possible. The spiral-bound format allows easy copying of exercises, measures, and activities.

**1996 Print**

**\$49.95 plus shipping & handling**

Butterworth-Heinemann

225 Wildwood Avenue

Woburn, MA 01801

Phone (800) 366-2665 Fax (800) 446-6520

Web: <http://www.bh.com>

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## **Career Development**

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### **Career development systems in early care and education: A planning approach**

Costley, J. (1991). Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

This classic publication addresses the key characteristics of a career development system and the steps to develop and implement such a system. Could be an instructional tool for examining what different states are or aren't doing to create supportive lattice structures. Cost: \$5.00

### **Creating and using core knowledge/competencies**

Azer, S.L. (1997). Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

This document discusses the ways states have identified and are using core knowledge/competency areas as part of a comprehensive early childhood career development system. Examples, including sample documents from eight states, could be used for instruction or planning. Cost: \$15.00

### **Working toward making a career of it: A profile of career development initiatives in 1996**

Azer, S.L., Capraro, K.L., & Elliott, K.A. (1996). Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

This document does a nice job of highlighting trends and initiatives in early childhood personnel development across states. The information on issues, barriers, and challenges could be used to organize a lively class discussion of factors that support a quality work force. Cost: \$15.00

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## **Case Method of Instruction**

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### **Case method of instruction outreach project**

Through a series of projects funded by the U.S. Department of Education, Office of Special Education, P.J. McWilliam and other early intervention colleagues have developed a substantial number of case stories and related training materials to provide instructors with the necessary tools for incorporating the case method of instruction (CMI) in their preservice and inservice training of early interventionists. All these materials are now available on the World Wide Web. To access information about the case method of instruction, ideas about instructional applications, the actual cases (solved and unsolved), and discussion questions, go to <http://www.fpg.unc.edu/~cmi/index.htm>.

### **Case studies for teacher problem solving**

Silverman, R., Welty, W.M., & Lyon, S. (1996). (2nd ed.). New York: McGraw-Hill.

Thirty-seven real-life cases written to reflect K-12 classroom events or a series of related events present dilemmas to be resolved. Since each case reflects the complexity of actual classrooms, learners will be required to apply theory and reflect on practice to solve these problems. Cost: \$32.00

### **Cases in early childhood education: Stories of programs and practices**

Driscoll, A. (1995). Needham Heights, MA: Allyn & Bacon.

The cases in this book take readers into ten distinct classrooms and communities to portray the broad scope of an instructional day from beginning to end. A matrix is provided, indicating, by case, the age of the children (3-7), the program location (urban/rural), and the issues addressed (parent involvement, transition to kindergarten, inclusion, interagency collaboration). Suggestions for using the cases effectively are also provided. Cost: \$32.00

### **Clearinghouse for Special Education Teaching Cases**

The Clearinghouse is an outgrowth of a project designed to develop, evaluate (field test), and nationally disseminate teaching cases to aid in the inservice and preservice preparation of teachers who work with children and youth with disabilities and their families. Fifty-four teaching cases have been written by trained case writers who interviewed classroom teachers from all over the United States as case informants for the cases. Each case has been field tested, includes questions for discussion, and is cross-referenced with expected areas of teacher competence designated by the Council for Exceptional Children (CEC). Cases may be accessed at <http://cases.coedu.usf.edu/>.

### **Giving it some thought: Cases for early childhood practice**

Rand, M.K. (2000). Washington, DC: National Association for the Education of Young Children (NAEYC).

This volume presents 49 teaching cases that reflect typical challenges in teaching young children. They cover the spectrum of center-based early childhood settings, including Head Start, nursery schools, private child care centers, kindergartens, and preschool/primary programs in public schools, and incorporate a variety of cultural contexts found in urban, suburban, and rural locales. The cases provide a basis for discussing decisions and courses of action, developing problem-solving abilities, and improving decision-making skills and self-reflection. Cost: \$9.00 plus postage and handling

**Leadership for special education administration: A case-based approach**

Goor, M.B. (1995). Orlando: Harcourt Brace & Company.

Short, very usable cases highlight current leadership challenges in providing services. Most cases are presented within the context of teamwork, in which administrators are team members who must collaborate with teachers, parents, and students. A great resource for helping students see more than one side of an issue. Cost: \$45.00

**Using cases to improve college teaching: A guide to more reflective practice**

Hutchings, P. (1993). Washington, DC: American Association of Colleges for Teacher Education (AAHE).

This guide explores the use of cases about teaching and learning to prompt collaborative discussion and reflection about pedagogical issues. Strategies for writing and discussing cases are included, as well as information about additional projects, people and materials. Seven reproducible cases, with teaching notes, are included. Cost: \$15.00

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**Coaching**

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**Coaching partnerships: Refining early intervention practices**

Gallacher, K. (1995). Missoula, MT: Montana University Affiliated Program Rural Institute on Disabilities.

This manual is designed to assist in the development and implementation of effective coaching partnerships. It includes six sections that define coaching, describe program development, examine the coaching process, describe roles, responsibilities, and potential modifications, and offer additional resources. Cost: \$6.00 plus shipping and handling

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**Consultation**

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**The consultation process: Implications for early intervention**

File, N. (1992). Occasional Paper No. 1. Bloomington, IN: Indiana Institute on Disability and Community, Indiana University.

Discusses barriers to the effective practice of consultation and implications for early intervention programming. Cost: \$2.00

**The consulting therapist**

Hanft, B.E., & Place, P.A. (1996). San Antonio, TX: Communication Skill Builders/Therapy Skill Builders.

This text offers effective strategies and case studies designed to assist individual practitioners in providing relevant consultation by using a collaborative approach with educators and other team members. Though designed to facilitate the work of occupational therapists and physical therapists with classroom teachers in developing intervention plans for students with special needs, many of the concepts and formats could easily be applied to interdisciplinary consultative interactions in early intervention. Stock No. 0761643656. Cost: \$47.50

### **Mental health consultation in early childhood**

Donahue, P.J., Falk, B., & Provet, A.G. (2000). Baltimore: Paul Brookes.

The authors discuss key issues in the collaborative process, including techniques for supporting practitioners and enhancing the resilience of children and families, examples of specific traumas and crisis interventions, and the challenges and rewards of the ongoing partnership. This innovative resource delivers practical suggestions, vignettes, handouts, and photocopiable forms for mental health professionals and early childhood educators who want a more effective way to reach the children and families they serve.

Cost: \$28.95

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## **Distance Education**

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### **Going the distance: A handbook for developing distance degree programs using television courses and telecommunication technologies**

Toby Levine Communications, Inc. (1994). Arlington, VA: PBS Adult Learning Service.

This book identifies steps involved in establishing distance degree programs, issues to examine before beginning the process, and the main issues involved in program development. Provides detailed information regarding faculty, student, and financial issues involved in establishing a distance degree program. Several examples of established distance degree programs are provided.

Cost: Free. Call (800) 257-2578

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## **Instructional Approaches**

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### **Achieving your vision of professional development: How to assess your needs and get what you want**

Collins, D. (1997). Tallahassee, FL: SERVE.

This easy-to-use book has lots of good practical information and activities to assist individual learners and those who facilitate the learning of others. Sections are organized in a natural progression from developing a vision and creating a context for change through investing resources, providing continual assistance, and assessing/monitoring progress.

Cost: \$10.00

### **Active learning: Cooperation in the college classroom**

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1998). Edina, MN: Interaction Book Company.

This book is about how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college. It contains a set of practical strategies for structuring cooperative learning and the conceptual framework needed to understand how to create a truly cooperative learning community in your classes and college.

Cost: \$26.00

### **Ants in his pants: Absurdities and realities of special education**

Giangreco, M.F. (1998). Minnetonka, MN: Peytral Publications, Inc.

This book consists of cartoons that provide humorous and thought-provoking illustrations of service delivery challenges. Inclusion, teaming, IFSPs, IEPs, and consultation are some of the areas featured.

Cost: \$19.95

**The art of teaching adults: How to become an exceptional instructor and facilitator**

Renner, P. (1994). Vancouver, BC: Training Associates.

In step-by-step detail, this book describes dozens of fresh approaches to such time-honored techniques as group discussion, case studies, role playing, small group tasks, individual assignments, field projects, learning journals, and yes, even lecturing. The chapter on "asking beautiful questions" should be required reading for all new faculty members and trainers. Cost: \$26.00

**Co-instruction: A case study**

Whitehead, A., & Sontag, J.C. (1994). Madison, WI: Waisman Early Intervention Program.

This publication, intended to provide guidance to those who are interested in parent-professional collaboration in an academic setting, describes the process of co-instruction undertaken by the authors (a professor and a parent of a child with a disability). The course syllabus, objectives, structure/approach, and accompanying materials are provided, along with instructor reflections and recommendations. Cost: \$5.00

**Cooperative learning: Increasing college faculty instructional productivity**

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1991). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development.

The use of active learning strategies, such as cooperative learning, is growing at a remarkable rate. This monograph is about how faculty can ensure that students actively create their knowledge rather than passively listen to yours. Good ideas for structuring learning situations cooperatively at the college level so students work together to achieve shared goals. Stock No. ED347871. Cost: \$17.00

**Critical thinking: Theory, research, practice, and possibilities**

Kurfiss, J.G. (1988). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development.

This monograph was designed to enrich models of critical thinking currently being utilized by educators. It illustrates current practice in the teaching of critical thinking at two levels: individual courses within a discipline and institutional programs to foster critical thinking. Strong emphasis on research and theory, but still some good applications. Document No. ED304041. Cost: \$15.00

**Delivering effective training sessions: Techniques for productivity**

McArdle, G.E.H. (1993). Menlo Park, CA: Crisp Publications.

Clear and explicit ideas on how to set up training environments, use materials effectively, encourage participation, and deal with a variety of training challenges. Cost: \$10.00

**Electronic collaboration: A practical guide for educators**

Northeast and Islands Regional Educational Laboratory (LAB) at Brown University, the National School Network (NSN), and the Teacher Enhancement Electronic Community Hall (TEECH). (1999). Providence, RI: LAB at Brown University.

Designed to promote comfort in using critical work-world skills on the computer (e.g., brainstorming, teamwork, communication), this guide offers clear electronic alternatives and options. Chapters cover ways to collaborate, such as designing collaborative environments, choosing technology and resources, and providing a useful resource for faculty and students alike.

Cost: Download for free at <http://www.lab.brown.edu/public/ocsc/collaboration.guide/index.shtml>

### **Flying by the seat of your pants: More absurdities and realities of special education**

Giangreco, M.F. (1999). Minnetonka, MN: Peytral Publications, Inc.

Here's the sequel to *Ants in His Pants*, a collection of reproducible cartoons illustrating daily service delivery challenges and learning opportunities. Cost: \$19.95

### **Games trainers play: Experiential learning exercises**

Newstrom, J.W., & Scannell, E.E. (1980). King of Prussia, PA: HRDQ.

A collection of activities, exercises, and games to supplement learning on any topic. All of the exercises, which are divided into categories such as climate setting and icebreakers, listening, problem solving and creativity, and knowledge transfer, have been previously field-tested for success.

Stock No. MG22X. Cost: \$29.95

### **Gone through any changes lately?**

Brown, J., & Edelman, L. (Producers), & Edelman, L. (Director). (1998). Denver: Western Media Products.

This 4-minute video was developed for use by trainers, educators, team builders and discussion leaders to use in helping groups deal with change in a positive way. Using the imagery of a favorite childhood toy, the tape encourages personal reflection and stimulates conversation about the effects of change on peoples' lives, work environments, and relationships. Cost: \$43.95 (includes shipping)

### **Growing teachers: Partnerships in staff development**

Jones, E. (Ed.). (1993). Washington, DC: National Association for the Education of Young Children.

This publication offers eight stories involving partnerships between one or more early childhood programs—preschools, child care centers, public schools—and some other agency or individual working overtime with teaching staff to facilitate growth. Along with each example is some very good material on facilitation, mentorship, communication and motivations for learning. Request #208. Cost: \$6.00



### **How people learn: Bridging research and practice**

Donovan, M.S., Bransford, J.D., & Pellegrino, J.W. (Eds.) (1999). Washington, DC: National Academy Press.

This book examines what we teach, how we teach it, and how we assess what children and adults learn. It provides a rich background for a practical look at today's schools and the potential for research to improve them in the coming years.

Cost: \$18.00. Also available on the Web at <http://books.nap.edu/catalog/9457.html>

### **Making families matter at two-year colleges: Training the early childhood workforce to support families**

Coffman, J. (1999). Cambridge, MA: Harvard Family Research Project.

This monograph shares the findings from a study of the family-focused training available at two-year colleges that provide early childhood education programs. Included in the report are strategies and promising practices that address the gaps found in current programs. Cost: \$10.00

### **Pediatric occupational therapy and early intervention**

Case-Smith, J. (1998). (2nd ed.). Woburn, MA: Butterworth-Heinemann.

This book is written for practitioners working in early intervention programs and for students training to be pediatric OTs. Clinical strategies and case examples from practice have application for students as well as experienced therapists. Cost: \$52.50

### **Pediatric skills for occupational therapy assistants**

Solomon, J.W. (2000). St. Louis: Mosby, Inc.

This comprehensive, easy-to-read text covers all the fundamentals of pediatrics an occupational therapy assistant (OTA) needs to know, including information on normal development, pediatric health conditions, and the occupational therapy process. Each chapter includes objectives, outlines, key terms, summaries, review questions, and "clinical pearls" (advice from voices of experience). An instructor's manual identifies additional learning activities and resources, and provides multiple choice questions about each chapter.

Cost: Text (\$49.95); Instructor's Manual (free to faculty with purchase of text)

### **Preparing practitioners to work with infants, toddlers, and their families: Issues and recommendations for educators and trainers**

Fenichel, E. S., & Eggbeer, L. (1990). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

One in a series of four related publications addressing key elements of training, competencies, and action steps. The other three volumes deal with issues and recommendations for parents, policymakers, and the professions. Stock No. 25.

Cost: \$5.00

### **Professors are from Mars, students are from Snickers: How to write and deliver humor in the classroom and in professional presentations**

Berk, R. A. (1998). Madison, WI: Mendota Press.

Humor can break down barriers and enable teachers and other presenters to connect with students or other audiences. A variety of techniques that can be used to integrate humor systematically into instruction and professional presentations are described and illustrated, along with suggestions on when, where and how to use humor effectively.

Cost: \$19.95

### **Reforming personnel preparation in early intervention: Issues, models, and practical strategies**

Winton, P.J., McCollum, J.A., & Catlett, C. (Eds.). (1997). Baltimore: Paul Brookes.

A text designed to promote the delivery of creative and effective preparation of students and practitioners working in any area of early intervention. Four sections delineate the issues, describe the challenges, present possible solutions in the form of instructional ideas and activities, and offer specific examples of models around the country that work.

Cost: \$56.95

### **The skillful teacher: On technique, trust, and responsiveness in the classroom**

Brookfield, S. D. (1990). San Francisco: Jossey-Bass.

Drawing on 20 years of his own teaching experience, Brookfield identifies critical areas in the teacher-learner relationship—such as building trust with students or overcoming resistance to learning—to demonstrate what teachers can do to improve their skills. Guiding discussions, balancing learning styles, and utilizing diverse instructional methods are a few of the topics covered. It's a classic!

Cost: \$32.95

**Teacher preparation STaR chart: A self-assessment tool for colleges of education**

The CEO Forum on Education and Technology. (2000, January). Washington, DC: Author.

The School Technology and Readiness (STaR) Chart is a tool that was developed to enable educators, parents, universities, and policy-makers to better understand how technology is used in the classroom. Used to determine the current uses of technology in personnel preparation, the tool can be used to set benchmarks and goals, apply for grants, or create individualized technology assessment tools.

Cost: Free. In addition, an Interactive STaR Chart is available on the author's website (<http://www.ceoforum.org>).

**The teaching game: A practical guide to mastering training**

Saunders, M.K., & Hawkins, R.L. (1986). Dubuque, IA: Kendall/Hunt Publishing Company.

This practical guide was designed to assist teachers/trainers of adults. It provides lots of useful examples throughout chapters that focus on the characteristics of adult learners (and what to do about them), the characteristics of adult educators, interpersonal styles and delivery, communication between trainers and trainees, and instructional techniques. The chapter on evaluation and feedback has clear examples of how to write test questions, obtain useful feedback, and encourage self-assessment.

Cost: \$32.00

**Teaching old logs new tricks: More absurdities and realities of education**

Giangreco, M. (2000). Minnetonka, MN: Peytral Publications.

This is another delightful and relevant volume of cartoons for instructional use.

Cost: \$19.95

**Training methods that work: A handbook for trainers**

Hart, L.B. (1991). Menlo Park, CA: Crisp Publications.

Helpful ideas for adding variety to training, using an array of training methods, and selecting methods and materials for specific audiences. Full descriptions of seventeen training methods are provided.

Cost: \$10.95 plus postage and handling

**Training teachers: A harvest of theory and practice**

Carter, M. & Curtis, D. (1994). Beltsville, MD: Gryphon House.

Teacher/trainer Elizabeth Jones describes this book as "a collection of teaching tools and learning strategies" along with "ideas in profusion" in a "beautifully organized structure." It offers great resources for teachers and trainers on adult learning, constructivism, anti-bias practices, workshop planning, staff development (for supervisors), and tips for trainers.

Cost: \$32.95

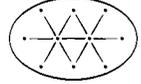
**Workshop essentials**

Bloom, P.J. (2000). Redmond, WA: Child Care Information Exchange.

Whether you're a novice or a seasoned trainer, the tips and techniques in this book will help you design and deliver high-content, high-involvement, high-energy workshops. This lively, practical resource offers strategies for handling every aspect of a successful presentation: creating the environment, establishing rapport, adding pizzazz, communicating with clarity, dealing with hard-to-please participants, evaluating your impact and much more.

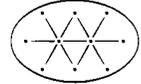
Cost: \$25.00

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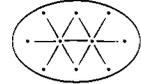
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## **Mentoring**

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### **The early childhood mentoring curriculum**

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). Washington, DC: National Center for the Early Childhood Work Force.

This is a comprehensive, flexible set of tools for mentors and mentor trainers in center-based and family child care programs. Two separate volumes, *A Trainer's Guide* and *A Handbook for Mentors*, contain good information, along with clearly thought out and visually appealing learning activities, hand-outs, checklists, and supplementary readings. Cost: Handbook – \$19.95; Trainers guide – \$19.95

### **Empowering the faculty: Mentoring redirected and renewed**

Luna, G., & Cullen, D.L. (1995). Washington, DC: ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University.

This monograph synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It also discusses the dynamics of mentoring for empowering faculty members as leaders and the importance of mentoring women and minorities in academe. In discussions designed to convey the benefits of mentoring to the entire institute, the authors share guidelines and examples that range from getting a program started to keeping the ball rolling. Stock No. ED399889. Cost: \$25.00

### **Find a mentor or be one**

Robertson, S. C. (1992). Rockville, MD: American Occupational Therapy Association.

Structure, forms and examples for successfully organizing mentoring relationships. Order No. 1967. Cost: \$10.00

### **Learning through supervision and mentorship to support the development of infants, toddlers and their families**

Fenichel, E. with the NCCIP Work Group on Supervision and Mentorship. (1991, December). *Zero to Three*, XII (2), 1–9.

This is the lead article in a theme issue devoted to aspects of supervision and mentoring in early intervention. Stock No. 71. Cost: \$18.95

### **Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book**

Fenichel, E. (Ed.). (1992). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

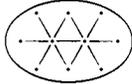
This publication delineates key issues and suggests strategies for incorporating supervision and mentoring into training and practice institutions and systems. Cost: \$18.95

### **The power of mentoring**

Elliott, K., Farris, M., Alvarado, C., Peters, C., Surr, W., Genser, A., & Chin, E. (2000). Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

This brief informative resource speaks to the importance of mentoring in the early childhood profession. It focuses on four themes: effective approaches to mentoring, community and cultural context, personal and professional growth and learning opportunities for mentors and proteges. Self-evaluation questions, vignettes, and tips provide a range of examples, and the section on designing your own mentoring approach was designed to support leadership development. Additionally, there is a special emphasis on mentoring as a strategy for supporting culturally diverse individuals in becoming leaders in early childhood. Cost: \$11.95

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## Team Models

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## Personnel Preparation & Development

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### **Collaboration in interprofessional practice and training: An annotated bibliography**

Newell, S.S., Jivanjee, P., Schultze, K.H., Friesen, B.J., & Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services.

Entries in this annotated bibliography are divided into six categories specific to interprofessional/interdisciplinary collaboration: need, principles, administrative and policy issues, methods, elements of training, and program and training examples. Cost: \$7.00

### **Cooperative learning teams: Enhancing early intervention competencies**

Forest, S. (1997). Missoula, MT: University of Montana, Psychology Department.

Here's a manual describing everything you need to know to promote cooperative learning among adults. Sections include: (1) what is cooperative learning (basic components, benefits, differences from traditional training); (2) what steps are necessary to implement cooperative learning approaches for preservice or inservice education; (3) techniques and procedures necessary to effectively plan, implement, and evaluate cooperative learning activities; and (4) skills necessary to support cooperative learning teams. Cost: \$6.00 plus postage and handling

# Source List

This source list includes publishers and producers for supplemental material described in the *Resource Guide*

## **Addison-Wesley Publishing Company**

Order Department  
Route 128  
Reading, MA 01867  
(800) 848-9500  
Fax: (800) 841-8939  
Web: <http://www.sf.aw.com>

## **AGH Associates, Inc**

Box 130  
Hampton, NH 03842  
(603) 926-1316

## **Alaska Department of Health and Social Services**

Early Intervention/Infant Learning Program  
1231 Gambell Street  
Fairbanks, AK 99501-4627  
(907) 274-2542  
Web: <http://health.hss.state.ak.us>

## **Allyn & Bacon**

160 Gould Street  
Needham Heights, MA 02494  
(800) 666-9433  
Web: <http://www.abacon.com>

## **Alta Mira Specialized Family Services, Inc.**

1605 Carlisle NE  
Albuquerque, NM 87110  
(505) 262-0801  
Fax: (505) 262-0845

## **Ambrose Video Publishing Co., Inc.**

28 West 44th Street, Suite 2100  
New York, NY 10036  
(800) 526-4663  
Fax: (212) 768-9282  
Web: <http://www.ambrosevideo.com>

## **American Academy of Pediatrics**

4720 Montgomery Lane  
P.O. Box 31220  
Bethesda, MD 20824-1220  
(888) 227-1770  
Email: [pubs@aap.org](mailto:pubs@aap.org)  
Web: <http://www.aap.org>

## **American Associate Degree Early Childhood Educators (ACCESS)**

1901 N. Moore Avenue  
Moore, Oklahoma 73160  
Web: <http://www.accessce.org>

## **American Association of Colleges of Teacher Education**

AACTE Publications  
Order Department  
1307 New York Avenue NW  
Suite 300  
Washington, DC 20005-4701  
Fax: (202) 547-8095  
(202) 293-2450, ext. 559  
[www.aacte.org](http://www.aacte.org)

## **American Association for Higher Education (AAHE)**

One Dupont Circle, Suite 360  
Washington, DC 20036-1110  
(202) 293-6440, ext. 11  
Fax: (202) 293-0073  
Web: <http://www.aahe.org>

## **American Association of Community Colleges**

One Dupont Circle NW, Suite 410  
Washington, DC 20036-1176  
(202) 728-0200  
Web: <http://www.aacc.nche.edu>

## **American Council on Education**

ACE Fulfillment Services  
Department 191  
Washington, DC 20055-0191  
Phone: (202) 939-9300  
Fax: (202) 833-4760  
Email: [web@ace.nche.edu](mailto:web@ace.nche.edu)  
Web: <http://www.acenet.edu/>

## **American Occupational Therapy Association**

P.O. Box 3800  
Forrester Center, WV 25438-9941  
(877) 404-2682  
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## Source List

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#### **Publishing Center**

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Web: <http://www.wilder.org>

### **The Arc (National Headquarters)**

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(888) 368-8009  
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### **The Arc of Texas**

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Fax: (512) 454-4956  
Email: secretary@thearcoftexas.org  
Web: <http://www.thearcoftexas.org/>

### **Argonaut Press**

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Web: <http://www.aclboulder.org>

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Web: <http://www.normemma.com/axisbio.htm>

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1200 Sunnyside Ave.  
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(785) 864-7600  
Fax: (785) 864-7605  
Web: <http://www.lsi.ukans.edu/beach>

### **Beginnings Early Intervention Services, Inc.**

406 Main Street, Second Floor  
Johnstown, PA 15901-1815  
Phone (814) 539-1919  
Email: begin@ctcnet.net

### **Boys Town Press**

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Boys Town, NE 68010  
(800) 282-6657  
Web: <http://www.boystown.org/home.htm>

### **Bridging Early Services Transition Project**

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### **British Columbia Association for Community Living**

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### **Brookline Books**

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Web: <http://www.californiatomorrow.org>

**Carolina Policy Studies Program**

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28 Horrabin Hall  
Western Illinois University  
Macomb, IL 61455  
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Fax: (309) 298-2305  
Email: [TL-Carley@wiu.edu](mailto:TL-Carley@wiu.edu)  
Web: <http://www.wiu.edu/users/mimacp/wiu/>

**Center for Child and Family Studies,  
Far West Laboratories**

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**Center for Development and Learning**

CB# 7255, UNC-CH  
Chapel Hill, NC 27599-7255  
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Fax (919) 966-2230

**Center for Family and Community Partnerships**

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Attn: Barbara Lucero  
Hokona Hall, Room 376  
Albuquerque NM 87131-1231  
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Fax: (505) 277-9382  
Email: [partners@unm.edu](mailto:partners@unm.edu)  
Web: <http://dce.unm.edu/familycommunity/>

**Center for Innovation in Special Education (CISE)**

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Parkade Center, Suite 152  
601 Business Loop 70 West  
Columbia, MO 65211-8020  
(573) 884-7275 or (800) 735-2966 (TDD)  
Web: <http://tiger.coe.missouri.edu/~mocise/>

**Center for Mental Health Policy**

Vanderbilt Institute for Public Policy Studies  
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**Center for Persons with Disabilities**

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Utah State University  
6818 Old Main Hill  
Logan, UT 84322-6818  
(435) 797-1993 (voice) or (435) 797-1981 (TDD)  
Fax (435) 797-3944  
Email: [connie@cpd2.usu.edu](mailto:connie@cpd2.usu.edu)  
Web: <http://www.cpd.usu.edu/SPIES/>

## Source List

### Center for Prevention and Early Intervention Policy Studies

Florida State University  
1339 East Layfayette St.  
Tallahassee, FL 32303  
(850) 922-1300  
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### CESA 5

Portage Project  
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Portage, WI 53901  
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(800) 862-3725, ext. 268  
TTY: (608) 742-5810  
Fax: (608) 742-2384  
Web: [http://www.portageproject.org/brochure/mat\\_ls.htm](http://www.portageproject.org/brochure/mat_ls.htm)

### Chapel Hill Training & Outreach

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Web: <http://www.chtop.com/>

### Child and Family Studies Program

Allegheny University of the Health Sciences  
403 Rowland Hall  
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Philadelphia, PA 19131  
(215) 871-2710  
Fax: (215) 871-2715

### Child Care Information Exchange

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(800) 221-2864  
Email: [ccie@ccie.com](mailto:ccie@ccie.com)  
Web: <http://www.ccie.com/>

### Child Care Law Center

973 Market Street, Suite 550  
San Francisco, CA 94103  
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Fax: (415) 495-6734  
Web: <http://www.childcarelaw.org>

### Child Development Resources, Inc.

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Fax: (757) 566-8977  
Web: <http://www.cdr.org>

### Child Health and Development Media, Inc. (CHADEM)

5632 Van Nuys Blvd., Suite 286  
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### Child Welfare League of America

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Web: <http://www.cwla.org>

### Children's Foundation

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Washington, DC 20005-2109  
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Web: <http://www.childrensfoundation.net>

### Civitas Initiative

1327 West Washington, Suite 3D  
Chicago, IL 60607  
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Web: <http://www.civitas.org>

### CK Kroll & Associates, Inc.

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Durham, NC 27701  
(919) 667-95250  
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### CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute

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61 Children's Research Center  
51 Gerty Drive, Champaign, IL 61820  
(800) 583-4135  
Web: <http://clas.uiuc.edu/>

### College of Education

University of New Mexico  
Attn: Mary Lou Amigo  
Albuquerque, NM 87131  
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Fax: (505) 277-8427  
Web: <http://coe.unm.edu>

**Colorado Department of Education**

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 Denver, CO 80203-1704  
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 Web: [http://www.cde.state.co.us/index\\_home.htm](http://www.cde.state.co.us/index_home.htm)

**Colorado Interagency Coordinating Council**

Colorado Department of Education  
 Early Childhood Connections  
 Special Education Services Unit  
 201 East Colfax Avenue  
 Denver, CO 80203  
 (303) 866-6710

**Communication and Therapy Skill Builders**

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 San Antonio, TX 78204-498  
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 Web: <http://www.tpcweb.com/>

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**Crossroads Communications**

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**Culturally and Linguistically Appropriate Services Early Childhood Research Institute**  
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**Curriculum Publications**

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 Open Learning Agency  
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**The David and Lucile Packard Foundation**

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 Los Altos, CA 94022  
 (650) 948-7658  
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 Web: <http://www.futureofchildren.org>

**DEC** (see Division for Early Childhood)

**Delmar Publishers**

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 Email: info@delmar.com  
 Web: <http://www.delmar.com/delmar.html>

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### Department of Speech, Language & Hearing Sciences

Attn: Chad Koffman  
University of Colorado at Boulder  
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Boulder, CO 80309  
(303) 492-3066  
Web: <http://www.colorado.edu/slhs/>

### Department of Recreation and Leisure Studies

University of North Carolina  
Attn: Karen Luken  
CB #3185, Evergreen House  
Chapel Hill, NC 27599-3185  
(919) 962-0534  
Fax: (919) 962-1223  
Email: [recreate@unc.edu](mailto:recreate@unc.edu)  
Web: <http://www.unc.edu/depts/recreate>

### Department of Social Work

University of Vermont  
228 Waterman  
Burlington, VT 05405-0160  
(802) 656-8800  
Fax: (802) 656-8565

### Developmental Disabilities Center

Publications Department  
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### Diversity Resources

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### Division for Early Childhood

Council for Exceptional Children  
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Web: <http://www.dec-sped.org>

### Division of Child and Family Studies

Department of Pediatrics  
University of Conn. Health Sciences Center  
The Exchange, MC 6222  
263 Farmington Avenue  
Farmington, CT 06030-6222  
(860) 679-1500  
Fax: (860) 679-1571  
Web: <http://www.uchc.edu>

### Division of Vocational Rehabilitation

c/o Olga Pschorr  
103 S. Main Street  
Waterbury, VT 05671  
Email: [olga@dad.state.vt.us](mailto:olga@dad.state.vt.us)

### Early Childhood Network

Center for Development and Disability  
c/o Alison Noble  
2300 Menaul Blvd. NE  
Albuquerque, NM 87107  
(505) 272-3011  
Email: [anoble@unm.edu](mailto:anoble@unm.edu)  
Web: <http://cdd.unm.edu/ec/>

### Early Intervention Services

Massachusetts Department of Health  
250 Washington Street, 4th Floor  
Boston, MA 02108  
Fax: (617) 624-5990

### Eastern Kentucky University

National Juvenile Detention Association  
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301 Perkins Building/EKU  
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Richmond, KY 40475-3102  
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### Education and Human Services Consortium

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### Education Development Center, Inc.

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**Educational Leadership**

Association for Supervision and Curriculum  
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Alexandria, VA 22311-1714  
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**ERIC Clearinghouse on Disabilities and Gifted Education**

Council for Exceptional Children  
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Reston, VA 20191-1589  
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Web: <http://ericec.org>

**ERIC Clearinghouse on Elementary and Early Childhood Education**

University of Illinois at Urbana-Champaign  
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Champaign, IL 61820-7469  
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Email: [ericeece@uiuc.edu](mailto:ericeece@uiuc.edu)  
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**ERIC Document Services**

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**Exceptional Children's Assistance Center (ECAC)**

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(704) 892-1321  
Fax: (704) 892-5028  
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Web: <http://www.eplibrary.com>

**FACTS/LRE Project**

Materials are available to download at <http://facts.crc.uiuc.edu/>

**Families and Work Institute**

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New York, NY 10001  
(212) 465-2044  
Fax: (212) 465-8637  
Web: <http://www.familiesandwork.org>

**Family Child Learning Center**

143 Northwest Avenue, Building A  
Tallmadge, OH 44278  
(330) 633-2055  
Fax: (330) 633-2658

**Family Resource Coalition of America**

20 N. Wacker Dr., Suite 1100  
Chicago, IL 60606  
Phone (312) 338-0900  
Email: [frca@frca.org](mailto:frca@frca.org)  
Web: <http://www.familysupportamerica.org>

**Far West Laboratories (See WestEd)****Federation for Children with Special Needs**

95 Berkeley Street, Suite 104  
Boston, MA 02116  
(617) 482-2915  
Fax: (617) 695-2939  
Email: [fcsninfo@fcsn.org](mailto:fcsninfo@fcsn.org)  
Web: <http://www.fcsn.org/pubs.htm>

## Source List

**First Steps (Indiana)**  
Family & Special Services Administration  
Division of Family and Children  
Bureau of Child Development  
402 West Washington Street, Room W 386  
Indianapolis, IN 46204-2739  
(317) 232-1144  
Web: [http://www.state.in.us/fssa/first\\_step/](http://www.state.in.us/fssa/first_step/)

**First Steps (Missouri)**  
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Web: <http://www.gse.harvard.edu/~hfrp/pubs/onlinepubs/fammat.html>

**Hawaii Family Support Center**

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**I Am Your Child**

Early Childhood Public Engagement Campaign  
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(888) 447-3400  
(310) 285-2385  
Web: <http://www.iamyourchild.org>

**Idaho Center on Disabilities and Human Development**

University of Idaho  
129 West Third  
Moscow, ID 83843  
(208) 885-3559  
(800) 432-8324  
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Web: <http://www.ets.uidaho.edu/cdhd/>

**Idaho Infant/Toddler Program**

Bureau of Developmental Disabilities  
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Email: [jonesm@idhw.state.id.us](mailto:jonesm@idhw.state.id.us)  
Web: <http://www2.state.id.us/dhw/infToddler/index.htm>

**The iDEA Group**

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**Indiana Institute on Disability and Community**

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Web: <http://www.iidc.indiana.edu>

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**Maryland Infants and Toddlers Program**  
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**National Early Childhood Technical Assistance System (See NECTAS)**

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**NECTAS (National Early Childhood Technical Assistance System)**

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**Office of Instructional Design**

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