This annotated bibliography provides references of practical use to those concerned with infant/toddler caregiving. While many of the works cited concern quality group care for infants and toddlers, some works cited deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children. In general, extensive references giving broad advice on the topic of child rearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant for infant/toddler educators. Contents are organized in four topical sections: (1) background references to infant/toddler care and development; (2) testing and evaluation of infant/toddler development and education projects; (3) caregiver training and curriculum materials; and (4) concerns for those involved in infant/toddler caregiving programs. Citations preceded by an asterisk indicate documents available through the Educational Resources Information Center (ERIC) collection. Appended material describes how to obtain ERIC documents and lists the addresses of each of the 16 ERIC Clearinghouses. (Author/RH)
INFANT/TODDLER CAREGIVING:
AN ANNOTATED BIBLIOGRAPHY

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FOREWORD

The Educational Resources Information Center/Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is one part of a network of 16 specialized clearinghouses funded by the National Institute of Education to provide information about current research and developments in the field of education. Each clearinghouse focuses on a specific area of education--ERIC/EECE is responsible for acquiring, abstracting, and indexing recent information on the social, psychological, physical, educational, and cultural development of children from the prenatal period through early adolescence. Theoretical and practical issues related to staff development, administration, curriculum, and parent/community factors affecting programs for children of this age group are also within the scope of the clearinghouse.

Each month, documents including research studies, conference proceedings, curriculum guides, program descriptions and evaluations, and other publications not readily available from other sources are abstracted and indexed in the pages of Resources in Education (RIE). Through the ERIC Document Reproduction Service the ERIC system then makes available microfiche and paper copies of these documents. Articles from over 700 journals and magazines are indexed in ERIC's Current Index to Journals in Education (CIJE); many of the articles cited are annotated as well.

Each clearinghouse provides syntheses and analyses of that information, in order to keep teachers, program administrators, researchers, and decisionmakers in all areas of education abreast of the most recent and
important findings in their respective fields. In addition to publishing bibliographies and topical papers of interest to those involved with the care, development, and education of young children, ERIC/EECE produces resource lists and newsletters on a regular basis. The clearinghouse staff also responds to individual information requests.

We are pleased to announce publication of Infant/Toddler Caregiving: An Annotated Bibliography.

Lilian Katz, Ph.D.
Director, ERIC/EECE
PREFACE

Within the past decade there has been a growing interest in educational and developmental care for infants and toddlers. This focus on developmental care for children under 36 months of age has been the result of a variety of factors, among them the greater numbers of teenage mothers who require special care for their infants, found to be at risk for developmental deficits. Another force behind this interest has been the growing contingent of working mothers demanding developmental, as opposed to custodial, care for their children. In addition, the failure of children to sustain often considerable gains made in preschool programs has led some investigators and child-care providers to direct their attention toward even earlier interventions, specifically toward programs and research involving the infant/toddler group.

The present bibliography offers references to resources of practical use to a wide range of individuals concerned with infant/toddler caregiving—graduate students, teachers and researchers, program planners and administrators, trainers of caregivers, the caregivers themselves, and parents. The reader is directed to those programs and persons responsible for shaping ideas and practice in infant stimulation, education, and assessment. Although many of the works cited concern quality group care for infants and toddlers, some have also been given which deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children.

In general, extensive references giving broad advice on the topic of childrearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant
for infant/toddler educators. The reader will want to note, however, that many such references do contain materials and advice on child growth, development, and discipline which can be very helpful in training infant caregivers.*

I. Background References: Infant/Toddler Care and Development

This section contains citations and annotations for materials useful in developing a sound background in infant development and learning. A variety of demographic and childrearing variables are addressed by the studies and discussions here: social class, ethnicity, and sex; parent/child interaction patterns; and biological, linguistic, and psychosocial characteristics. It is necessary to consider all of these variables when creating environments for children under the age of 3.

II. Monitoring Infant/Toddler Development and Education Projects: Testing and Evaluation

While no attempt has been made to create an exhaustive compilation of resources on infant assessment, Part II does provide a listing of many important attempts to assess both infant/toddler and caregiver functioning. Many of the evaluative instruments cited here have sought to measure cognitive, language, and sensorimotor development. Efforts to assess infant/toddler socioemotional development have, however, been made

*See, for example, Benjamin Spock, Baby and Child Care (New York: E. P. Dutton, 1979) or Infant Care (US Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth, and Families, 1980).
difficult by the lack of suitable instruments. Some of the programs referred to in these pages have attempted to solve the problem by creating new, nonstandardized instruments to measure noncognitive aspects of functioning; others have employed assessment devices originally created to monitor programs for older preschoolers. Examples of both types of solution are described in J. Ronald Lally and Alice Honig's chapter in M. C. Day and R. D. Parker (Eds.), *The Preschool in Action: Exploring Early Childhood Programs*, listed on page 36 of this bibliography. The former solution is illustrated by Beller in his unpublished paper "Autonomous Achievement Scales," Temple University. The latter is exemplified by the use of Emmerich's Observation Rating Scale for personal and social behaviors, designed originally for Head Start populations, to monitor the socio-emotional behaviors of 3-year-olds.

In addition to references to the evaluation methods and assessment attempts themselves, citations pertaining to questions of the reliability, validity, and predictive status of infant assessment procedures have also been cited. Finally, those listings describing neonatal assessment and measures for use with handicapped infants and toddlers are included.

III. Caregiver Training and Curriculum Materials

This section contains project descriptions, progress reports, and final summations of work in the area of caregiver training and curriculum development. The references here represent a wide variety of models and theoretical conceptions of infant/toddler development and learning. For example, in Earl Schaefer's model (described in Schaefer & Aaronson, on page 40 of this bibliography), an infant stimulation project was conducted...
by a tutor with an individual infant within the home setting. In another program, conducted by Ira Gordon (see "Reaching the Child through Parent Education: The Florida Approach," page 33), home visitations were used as the method to teach mothers to facilitate their infants' education and development. Still another model, employed by Earladeen Badger and described in "A Mother's Training Program" (see page 29), provided for group instruction of mothers by a parent educator. After instruction, mothers applied the educational principles at home.

IV. Concerns for Infant/Toddler Caregiving Programs

Finally, this last section provides many excellent references for those involved in improving the infant/toddler caregiving environment, whether they be program planners, administrators, or child-care staffers. Contained here are citations for works discussing public policy, budgeting, and standards to ensure the best possible infant/toddler care. Also in this section are resources for designing and structuring the program setting itself, with selections devoted to equipment and toy selection, maintenance of infant health, and the characteristics of the care environment itself.

In addition to these references of interest to program planners, suggestions for toys, books, and arrangement and use of space in infant education projects can also be found within the preceding sections of the bibliography. McDiarmid, Peterson, and Sutherland, for example, provide in their appendices to Loving and Learning, Interacting with Your Child from Birth to Three recommendations and excellent suggestions for toys, materials, and books for infants and toddlers (see page 38).
Enlightened public policy and support for high-quality infant/toddler care depends upon an understanding of the resources listed in previous sections. Knowledge coupled with concern, it is hoped, will translate to an intelligent and effective advocacy.

The profession of infant/toddler caregiving can only gain the importance and recognition it deserves as personnel become more highly trained and qualified to provide developmental, as opposed to custodial, care. And quality developmental programs can contribute to preventing the problems and deficits children often experience in later preschool and early school programs.

The use of the resources presented here may permit increased professionalization of the work of caregivers; it may also encourage the development of high-quality facilities for caregiving. These facilities can in turn nurture our youngest citizens, our most important national resources—our infants and toddlers.
A NOTE TO THE READER

Citations in this bibliography asterisked (*) and given an ED number have been indexed by the Educational Resources Information Center (ERIC). Many of these documents are available in microfiche or paper copy from the ERIC Document Reproduction Service. For full ordering information, see the Appendices or consult the pages of Resources in Education (RIE), the monthly index of ERIC documents, available at most major libraries and universities.
I. BACKGROUND REFERENCES: INFANT/TODDLER CARE AND DEVELOPMENT


Mothering patterns differ for securely attached, ambivalent, and avoidant babies. Maternal sensitivity to infant signals—as indicated by prompt responsiveness to crying, contingent pacing and encouragement of face-to-face interactions, and tender careful handling—was most significant as a predictor of secure attachment. The first group of babies responded more positively to close bodily contact, were more compliant, and were more willing to move off into exploratory play.


Clear descriptions are given of every nuance of child behavior, so that a caregiver will know the difficulties and delights of these age groups in order to provide loving care.


Adoptive infants' IQ scores were related to how much the mothers spoke to and touched infants and how often they gave babies opportunities to explore the house. Fewer such maternal behaviors correlated with lower Cattell scores.


Longitudinal research revealed the striking importance of caregiver-infant interaction to later IQ scores. Both lower- and middle-class pre-term babies showed more intellectual competence at age 5 if reared with rich and contingent social interactions than did those babies with deficits in the social/inanimate environment.

Black infants from middle-class families showed a more than 20-point IQ advantage over welfare infants by 3 years of age. The effects of patterns of family interactions and language are discussed as possible factors in this large social-class difference, evident by the end of the infancy period, but not early in infancy.


Abused toddlers in group care are more likely to avoid friendly overtures and eye contact and are more apt to be aggressive towards peers and adults than are non-abused toddlers.


Research results throw light on emerging infant motoric and language skills, interpersonal communication patterns, and concept development. Photographs illustrate the early emergence of many infant understandings.


The lives of three babies—active, average, and quiet—illustrate the widely divergent patterns of behavior of normal infants in families during the first year of life.


Using a realistic family profile and the activities of one small child, this book expresses the trials and rewards of parenting from 1 month to 2 and a half years.


This book illustrates the process of attachment and is filled with family profiles that capture the flavor of the development of family relationships and the process of falling in love with a new baby.


Research findings on middle-class toddlers interacting with peers are analyzed.


A group of home-reared children and a group of children who had been enrolled in an infant day care center were examined at 30 months of age for differences in child-mother and mother-child attachment patterns. Essentially, no differences could be detected. However, an association was found between strength of attachment and developmental level of child, and between strength of attachment and amount of stimulation/support for development available in the home.


The month-by-month development of a baby is turned into a beautiful story to help parents learn what to expect. Concise charts on skill development from birth to 1 year are provided.


Patterned after the telephone directory yellow pages, this combined dictionary and reference work provides a wide variety of useful information and resources for parents and caregivers.


When the caregiver actively provided the infant and toddler with intellectual experiences, particularly language stimulation, the children were disposed to create intellectual experiences for themselves by 33 to 36 months.


Eight case studies of young children from diverse family backgrounds illuminate striking differences in intellectual development. Fourteen ways that mothers of well-developing children influence their offspring's developing experiences are described in chapter 3.

Three mothers' observations of their babies over the first 2 years of life focus on perception of objects and spatial and causal relations, personal and social awareness, and imitations. The records are rich and give a full description of babies' daily learning and living experiences.


Practical advice is offered on how to handle baby's fears, sleeping, nursing and weaning, toilet training, and early sexuality.

Clark, R., & Rubin, R. *The first wondrous years*. Piscataway, NJ: Johnson & Johnson Baby Products Co., n.d.

Valuable insights into the first 12 months of life are presented--how babies grow physically and emotionally; social relationships; creating safe, stimulating environments; and the vital role of play.


When mothers have been nurturant and responsive in interacting with their babies during the first year and a half, fathers will then tend to find the infant more interesting and intelligent and will play more with him or her.


This compilation examines infant intervention programs and considers the effects of reciprocal mother-infant interactions and the impact of discontinuous mothering on later child behaviors.


This manual documents how refinement of oral musculature, control of body parts, visual motor coordinations, language and socialization, and cognition develop through the first year of life. A comprehensive growth chart of the first year of life is included separately.


The course of early language development is made vividly clear.

Goals for infant and family, working with the family, practical points in operating a center or home-based program, staff selection and training, and evaluation of program materials are covered.


Theories and research are examined for explanations of the sources of infant distress cries and variation in early interactions which may affect the baby's ability to obtain comfort.


Home developmental stimulation and maternal responsivity in infancy were powerful predictors of children's intellectual functioning.


A perceptive account is given of infant psychosocial development and of ego qualities which emerge from each critical period of development. Emphasis is given to the importance of the parent-child relationship within society.


Difficulties in implementing programs, particularly in transmitting child development information and encouraging learning through active engagement with the environment, arise from basically different orientations between parents and developmentally oriented caregivers. These differences are likely to be fewer the younger the infant in care. Thus, a working partnership may be more easily established with parents of very young babies.

Evans, J., & Ilfeld, E. *Good beginnings.* High/Scope Press, 600 North Rivers Street, Ypsilanti, MI 48197, 1981.

This easy-to-read book for parents of newborns stresses the parents' role as their child's most important teacher.

Obstetricians, neonatologists, psychiatrists, and child developmentalists present data from their experiences which portray new approaches to evaluating and helping infants at risk.


Contains a good description of the first 18 months of life and details the period from 18 months to 3 years (pp. 35-176).


Using the methods of psychoanalysis in supportive new ways, the author shows with specific clinical examples how therapy can be used to repair acutely disturbed relations between mother and baby.


Ten abused toddlers in day care more frequently performed the following behaviors than did matched controls from stressed families: harassed their caregivers, assaulted their peers, avoided caregivers in response to friendly overtures, and avoided peers or adults.


Published monthly, this newsletter for parents is full of child development information and activities. The newsletter you receive has been written for the particular age of your child.


Lists research references pertaining to fathers and infants.


This concise review of infancy research covers 10 categories: competence, biological research, bonding, language development, at-risk and premature babies, infant environment, sex-role differentiation, fathers and infants, and intervention models for infants.

*Howes, C., & Rubenstein, J.* Toddler social development in two day care settings. (ED 160 250, April 1978, 21 p.)

*International Children's Center.* Infant stimulation: A review for educators and primary care personnel. (ED 188 359, May 1979, 22 p.)


Early experience and infant development research findings are discussed, and the results of an infant day care program are reported. The development of 36 three to 30-month-old Chinese and Caucasian infants in group day care was not found to differ with respect to play, language, cognitive development and social interaction from that of a matched group of home-reared infants.


Writing with poetic sensitivity and clinical insight into infant personality development, Dr. Kaplan interprets Mahler's theory that infants must balance optimally between urges to mold in oneness with the caregiver and strivings to become a self separate from the adult. The see-sawing needs of infants require perceptive and generous caregiver understanding.


This volume provides a series of papers on potential methodologies for the study of perceptual and cognitive processes in infants at risk.


At 12 through 18 months predictability of infant competence, including IQ, from a complex of optimal maternal caregiving behaviors was 45 percent. Parental supports were important for positive infant outcomes.

*Kirkland, J. Child abuse: The crying baby at risk. (ED 181 708, August 1979, 21 p.)


Studies on post-partum mother-infant contact, when correlated with follow-up data several years later, reveal a consistent pattern of more positive nurturing and language interaction by mothers who experienced early bonding experiences in the hospital.


Fathers spent a greater percentage of time (37.5) in enjoyable activities with infants than did mothers (25.8). Infants who did not relate well to fathers on their arrival from work were overwhelmingly from families with the lowest amount of father caregiving.


Contributors examine how the infant's social, emotional, cognitive, physiological, and learning development are related and offer novel perspectives valuable to professionals concerned with infant development.

Leach, P. Your baby and child. (From birth to age 5). New York: Knopf, 1981.

Written for parents, this book includes chapters on birth, the newborn, the settled baby (from 0 to 6 months), the older baby (6 months to 1 year), the toddler (from 1 to 2 and a half years), the preschool child (from 2 and a half to 5 years), first aid, and preschool presents and playthings for children of different ages. Also provided are 650 illustrations and several growth charts.


This series of volumes contains outstanding research reports by infancy specialists.


Detailed research reports on infant development are available in each journal issue.

Babies judged as securely attached at 12 months were more obedient to maternal commands at 21 months (r=.65). Compliance and cooperation with caregivers were positively related to the mother's warmer voice tones and gentler physical interventions. Almost half (6 of 14) of the nonsecurely attached infants, but none of the securely attached infants, showed angry tantrums and disobedience.


This practical book for parents and caregivers provides an understandable review of research on infant development and parent-infant interaction.


Research in Bermuda, described in this special issue on day care, has shown that children who entered early into a good quality day care center had better intellectual and language scores than those who entered facilities with less adult-child interaction. The authors conclude that it is important to train caregivers to provide sufficient emotional and intellectual stimulation, lest children in group care suffer.


In this special journal issue, an in-depth overview is provided of issues of risk and prevention in the areas of mental health during infancy. Among the topics explored are cognitive development, the psycho-social care of premature infants, and developmental problems among the offspring of mothers with severe emotional disorders.

*The New York City Infant Day Care Study: A comparative study of licensed group and family day care programs and the effects of these programs on children and their families*, Final Report. (ED 167 260, 1979, 214 p.)


This volume is a comprehensive and scholarly compilation of new ideas and research in the area of infancy. Theoretical, methodological, conceptual, intervention, and clinical issues are considered.

Imitation of an infant's expressions, moods, and vocalization by the mother creates a situation whereby baby can learn that his or her behavior regularly produces a response from the mother. Smiles or joyful vocalizations are often the infant's response to maternal imitation.


A survey of research literature on fathering suggests that fathers are attractive play partners who provide different kinds of experiences than do mothers.


Piaget describes the six stages of sensorimotor development as revealed by the behaviors of his own three babies.


Research by Yarrow and Zahn-Waxler suggests that infants in the second year of life exhibit empathic concern for others' distress. Caregivers boost altruistic learning by expressing firm disapproval of hurtful acts and real concern for the victim of a toddler's assault. They also show much love and concern for the toddler in everyday life situations.


Mahler's and Piaget's theories are combined to provide parents with ideas for appropriate games with toys and people. Activities afford babies the opportunity to explore with their own inventions, so that they can become competent in language and cognition.

The thoughtful opinions of 20 of the world's leading authorities in the field offers new perspectives on non-verbal communication, speech reception and production, and development of language and thought.


There was more adult-infant play, tactile contact, and reciprocal smiling in a community-based infant day care center than was found in a matched control group at home. More infant responsiveness to maternal talking, more infant crying, and more maternal restrictiveness occurred at home.


Everything you ever wanted to know about toddler growth and development, personality, play story books, contrariness, etc. is explained.


Divided into three sections (A for activity, B for beginnings, and C for curiosity), this book discusses some of the basic theories of child development.


High level research reports throw light on physiological and psychological aspects of mother-infant "dialogues."

Segal, M., & Adcock, D. Play and learning. From two to three years (1979) and Social competence. From two to three years (1979). (Nova University Series). B. L. Winch & Associates, 45 Hitching Post Dr., Bldg. 29, Rolling Hills Estates, CA 90274.

These companion volumes are devoted to 2- and 3-year-olds' emerging capacities in the areas of social skills, exploration, imagination, and language. Over 200 photos and illustrations in each volume assist the reader in understanding this pivotal year in a child's development.
Child development and health information is discussed through use of humorous cartoon babies.

The promising period of infancy is discussed in four areas: prenatal development and birth, early infancy, emerging resources for coping with the world, and relationships with people. A number of readings for each area are included.

Infants reared in a sterile institution declined severely in IQ compared to infants cared for by their delinquent mothers in a prison setting.

Infants who are securely attached to their caregivers in the first year of life are persistent and competent as toddlers in solving tool-using problems and tend to use parents as helping resources. Insecurely attached infants gave up more readily, threw more temper-tantrums in the face of difficult problems, and were less likely to seek adult help.

Mothers who are sensitive to infant signals, provide body cuddling, and allow floor freedom for exploration have more obedient babies.


Using high-speed motion pictures, the author analyzed details of how mothers and infants interact. Rich examples support the author's thesis that such playful episodes are choreographed to teach the infants about the social world.


The admirably written descriptions of normal infant and toddler development should be very useful in helping caregivers understand the whole child under 3.


This extensive compendium of studies by infancy experts covers the following developmental areas: prenatal and perinatal factors and influences, prediction of consistency and dimensions of difference in infants, neonatal states, sensory capabilities and conditioning, early sex differences, social contacts and language acquisitions, attachments, and interventions. Classic and important research papers in each area make this an extremely useful reference book.


Developmental information about the first 2 years is accompanied by photographs and descriptions of appropriate toys and equipment.


Participants at a conference organized to provide a comprehensive perspective on high-risk infants contributed chapters on new concepts and developments related to early intervention.


The importance of how as well as what babies experience is emphasized, as well as the baby's social capacity as a partner in complex interactions with parents.
Tyler, B., & Dittmann, L. Meeting the toddler more than halfway: The behavior of toddlers and their caregivers. Young Children, 1980, 35 (2), 39-46.

Research reveals the needs of toddlers for responsive communication by their caregivers during daily routines.


A review of recent research in intervention programs focuses on 24 programs with clinical, research, and intervention components.


The author presents initial findings from research which employs the infant as a full participant in interpersonal interactions and views mothering in terms of dialogue with the infant.

*Vroegh, K. Infant day care: Some research findings. (ED 145 968, 1976, 22 p.)


Various experts elaborate upon how competence and knowledge of the world are powerfully influenced by the quality of the early social and caregiving environments that infants and toddlers receive.


Infants with low developmental scores during the first year are significantly more likely to be developmentally delayed if reared in families of low socioeconomic status. No such correlation was found for infants reared in enriched family environments.


A clear overview is provided of the growth of infant attachment and reaction to separation.


Dimensions of the inanimate and the personal environment are carefully described and are analyzed for their relationships with infant development.

Zero to three. National Center for Clinical Infant Programs, 733 15th Street, NW, Suite 912, Washington, DC 20005.

This helpful bulletin contains reports from programs throughout the nation which conduct infant research and service programs. The bulletin also contains reviews of recent publications, case reports, notices of conferences, and the column "National Center Notes," a medium of information exchange for those involved in clinical infant research programs.

AUDIOVISUAL MATERIALS

Amazing Newborn. Polymorph Films, 118 South St., Boston, MA, 02111, 1975.

Bruner, J. S., & May, A. Cup to lip; Play is for trying out; One, two, many. New York: Wiley & Sons, 1972.

Three films illustrate the beginning of coordination and the development of intentionality.


These three films illustrate parent-infant interactions and illustrate principles of enhancing development.

Five filmstrips include "The first 4 months," "5 months to 12 months," "12 months to 24 months," "2 years to 3 years," and "What about you?" The main thrust of each filmstrip is understanding, not only of the child, but also of the caregiver.


Young children illustrate early language learning principles in this excellent 30-minute film.


In this film, fathers talk candidly about their feelings during the pregnancy and birthing and about the sudden awareness of what it means to be a nurturing father (26 minutes, color).


Six films on child development include "Visual pursuit and object permanence," "Learning to talk: An introduction to language development in infancy," "Toot 'n Tub--Object concepts during sensory-motor stage 3," "Causing events to occur--Development of causality," and "Development of means for achieving desired ends."


Behavioral and cognitive patterns characteristic of infancy are illustrated in this 21-minute film.


This 20-minute film covers the early months of crying, cooing, and babbling. The importance of the environment and the child's innate capacities to learn language are discussed.


Clear examples are presented in this film of the deep sorrow and developmental regression that may occur when babies are suddenly deprived of the mothering that has supported their early growth.

Stone, J. *Abby's first two years.* Wayne State University Audio-visual Utilization Center, 5448 Cass Street, Detroit, MI 48202, 1960.

This film concentrates on the first 2 years of childhood, showing interaction between mother and child (30 minutes, black and white).

This 12-minute film in black and white shows the importance of strong emotional ties between an infant and adult by comparing four infants ranging in age from 8 to 10 months.

Stone, J. Person to person in infancy. Wayne State University Audio-visual Utilization Center, 5448 Cass Street, Detroit, MI 48201, 1970.

The importance of the adult-infant relationship in group care is stressed in this 22-minute film, also in black and white.
II. MONITORING INFANT/TODDLER DEVELOPMENT
AND EDUCATION PROJECTS: TESTING AND EVALUATION


The Bayley Scale is the most widely used scale of infant development in the United States. A Mental Development score, a Motor Development score, and a Behavioral record of the infant's socioemotional responses during testing are obtained.


Maternal emotional and verbal responsivity, involvement with child, provision of appropriate play materials, avoidance of restriction and punishment, and variety in daily stimulation opportunities correlated significantly at 12 and 24 months with 3-year-olds' Stanford Binet IQ scores.


Designed for teachers, students, parents, and staff members of child development centers, this easy-to-use handbook presents a comprehensive description of an effective assessment of individual children. A 12-page development assessment form contains a checklist of selected skills and behaviors which a child is likely to manifest from birth to age 3.


Some infant vocalizations and language items predict later IQ better than total infant development test scores.


This test, with items attractive to infants, provides a single IQ score as a measure of infants' developmental achievements in relation to their chronological age.


Retarded infants' scores on the Cattell Infant Intelligence Scale in the first year of life were highly predictive of delay at school age.


The scale rates behavior and is designed to assess the mental health of children from birth to 2 years of age.


This quick screening test is easy for child care staff to learn and use. Poor scores alert caregivers to the need for more thorough developmental testing and possible remediation.


is collection of articles on assessment and intervention strategies with the exceptional infant links three areas in child development: problems of developmentally disabled children with more or less readily identifiable special needs, concern and programs for minority or disadvantaged children, and issues of developmental assessment.

Profile items are useful for monitoring the progress of infants in a developmental program.


This scale is divided into five separate sub-tests but is administered as a whole. The five areas (locomotor skills, personal-social skills, hearing and speech skills, eye and hand coordination skills, and performance skills) can be analyzed separately with scores computed for each sub-test.


Honig, A. S., & Lally, J. R. How good is your infant program? Use an observation method to find out. Child Care Quarterly, 1975, 1, 194-207.

An easy-to-use checklist provides spaces for noting whether an infant caregiver has behaved in specific ways. The instrument gives a profile of the repertoire of caregivers and makes it easy to spot areas that need more training work.


When clinical judgments are added to developmental assessment, then a diagnosis of mental inferiority made in the first year of life predicts IQ scores in the early grades with 75% accuracy.


Chapters by different researchers present methodologies for the study of perceptual, cognitive, and language processes. Also described are assessment measures for use with infants at risk.


The manual accompanies a kit of materials for testing infants and toddlers. (Materials are produced and distributed by Nigel Cox, 69 Fawndrive, Cheshire, CT 06410.)


Some perceptive advice is given for creating an optimal testing situation for infants and toddlers.
A checklist of behaviors to be used with handicapped or normal children allows the caregiver to identify developmental lags in the areas of cognition, self-help motor skills, language, and socialization. Also available is a set of 500 behavior activity cards corresponding to the child's level of development.


This informal evaluation tool for screening handicapped children ranging in age from birth to 4 years covers 308 developmental behaviors. Items are arranged by level of difficulty within age ranges as well as by skill areas.


Pertinent for children from birth to age 6, this booklet helps caregivers evaluate the progress of children in day care centers and family day care homes.


AUDIOVISUAL MATERIALS

Escalona, S. K. Object permanence; Spatial relationships; Causality. New York University Film Library, 26 Washington Place, New York, NY 10003, n.d..

These three films depict testing of Piagetian development in infants 4 to 22 months.


In a six-reel series, these films depict Piagetian sensorimotor development in the following domains: (1) object permanence, (2) development of means, (3) gestural and vocal imitation, (4) operational causality, (5) object relations in space, and (6) development of schemas.
III. CAREGIVER TRAINING AND CURRICULUM MATERIALS


Activities are succinctly described by category, objectives, and procedures.


From the infant's birth on, this program works with groups of young unwed mothers to help them develop parenting skills.


The caregiver's role in helping an infant feel good about learning includes (1) provision of interesting play objects, (2) encouragement and help, and (3) the use of words to define and explain baby actions.

Badger, E. D. *Postnatal classes for high risk mother-infant pairs*. Department of Pediatrics, University of Cincinnati College of Medicine, 231 Bethesda Avenue, Cincinnati, OH 45267, 1977.

Lessons for 20 mother-infant classes are provided. The aim of these infant stimulation games is to prevent developmental delay in high-risk infants.


Positive developmental effects of the program on 12-month-old infants of teenage mothers are reported.


In order to ensure successful learning, a sequence of learning activities for infants and toddlers stresses experience in sensorimotor development matched to specific developmental levels. Each activity includes an insert for recording baby and toddler progress. Variations on the activities and recommendations for toys are included with each illustrated learning activity.


This sensitive, progressive program helps mothers in difficulty learn to observe and attend to infant needs and plan activities to encourage infant development.

Bromwich advocates the use of a problem-solving process to provide the kinds of support, information and encouragement that enable parents to discover which solution is best for them and for their infants at a particular time.

Caldwell, B. M. What does research teach us about day care for children under three? Children Today, 1972, 1 (6), 6-11.

Research confirms the needs of infants for nurturing and for intellectually nourishing transactions with people and objects.


This unique program houses infants in the same buildings in which their older brothers and sisters are attending public school.


The founding of a quality day care program for infants from 6 months of age on is described in terms of philosophy, caregiver training, and daily schedules.


Training programs to assist infants with handicaps are described in detail by the various contributors to this volume.


Practical information for inservice training is included within chapters describing recent models of infant and toddler programs.


For the atypical child, the book explains assessment techniques, basic health and nutrition facts, early interventions, curriculum implementation training, and the construction of adaptive equipment.

Written for adolescent mothers, these booklets include the following titles: *Getting to Know Your Baby and Yourself* (prenatal to birth), *Your New Human* (birth to 1 month), *Learning About the World,* (1 to 3 months), *Your Baby Grows* (3 to 6 months), *Learning More Each Day* (6 to 9 months), and *The End of the First Year* (9 to 12 months). Discussions relate the infant’s progress to the teenager’s own mental, physical, and emotional growth.


This guide, an adjunct to the *Parenting Curriculum* booklets, offers extensive coverage of child development course material from birth to age 3.


A basic overview of mental handicaps is accompanied by a developmental checklist and suggestions for teaching specific sequential activities to promote infant development.


For day care workers with infants and toddlers, this book covers working with the family, practical considerations for operating a center, and selection, training, and evaluation of staff.


Compared to controls, significant advances in language development were found for infants who participated in an experimental perceptual-integration based cognitive program. Curriculum activities are specified.

Elardo, R., & Pagan, B. (Eds.). *Perspectives on infant day care.* Southern Association for Children Under Six, Box 5403, Brady Station, Little Rock, AR 72215, 1976.

This excellent collection of articles aids infant day care staff in conceptualizing programs; in creating a healthy, safe, and attractive environment; and in planning programs to serve the developmental needs of infants.


The Canadian Mothercraft Society curriculum (which includes information concepts, problem solving, and language learning) is described. Both disadvantaged and advantaged infants' mean mental scores increased about 20 IQ points after a year and a half of program participation.


Three guides for basic care, free play, and guided child learning provide practical methods and materials, concepts, and techniques for caregivers.


Descriptions of the relationships between the environment, the child, and early education lead to sections on strategies for feeding, dressing, and basic care routines; effective use of toys and materials; and stimulation of children's development through guided learning.


Chapters 2 and 3 ("The First Year of Life: The First Year of Reading" and "Creating Readers' Atmospheres for the Toddler") discuss reading readiness for the very young child.


The development of attachment and the caregiver-infant relationship are central themes in this curriculum guide. Anecdotes are plentiful, and a chart included in the appendices provides ideas for organizing the infant's physical environment to stimulate various aspects of development.


These practical guides to developing parent-infant interaction in the first 2 years view childrearing as a partnership. Suggestions are given for observing, as well as adapting to, infants' rhythms and for developing infant responsiveness.


Discussions of goals, values, and discipline techniques as well as an overview of infant development and suggestions for daily scheduling make this a practical guide for group care.


Mean IQ scores of infants in an enriched infant program from 3 months of age onward differed from controls by more than 20 points after 5 years in the program. The authors conclude that cultural familial retardation can be prevented.

An integrated curriculum is presented which combines Piagetian, Eriksonian, and language development principles. Specific activities and positive ways of interacting socially with infants while presenting activities are described.


Honig, A. S. What you need to know to select and train your day care staff. Child Care Quarterly, 1979, 8, 19-35.

Twenty practical questions are raised and illustrated with behavioral examples to assist directors in assessing and improving caregiver-child interactions.


Integration of knowledge from theory, child rearing research, and communication therapists provides a firm base for quality training of infant caregivers. Attention to the context of the training and the sharing of values and attitudes is stressed.


This basic handbook is designed to help train caregivers to meet infants' developmental needs in group care. In practical language, and with dozens of pictures, numerous activities are recommended. Many extra topics are covered, such as the human qualities of caregivers, space and equipment use, communicating with families, record keeping, mainstreaming handicapped infants, and assessing caregiver and infant progress.


Exercises are provided with profuse and clear photographs to enable parents to enrich their baby's development through ordinary care routines as well as through provision of special learning opportunities. The importance of the emotional element between caregiver and infant is emphasized.

This 6-page periodical contains useful child care and child-rearing articles, suggests games and other play ideas, and includes creative ideas for designing environments and toys.


This enrichment program for Mexican-American infants and their families was sensitive to cultural values. Initially, a tutorial home visitation program was established. After trust was built, mothers and infants participated in a day care program for toddlers. Program mothers, after training, were rated as more affectionate, less critical, and more encouraging than control mothers.


Written for caregivers of retarded children who have a functional level of less than 4 years of age, this book includes checklists and curriculum tasks in the areas of fine and gross motor development, self-care, language, and perception.


A correspondence course for parents of infants from 6 to 18 months of age is designed to stimulate early hearing and language skills.


This book contains 60 black and white photographs and offers parents and parents-to-be a sensitive explanation of the emotional needs of baby, mother, and father. Emphasizing physical closeness, breast-feeding, and touching, the book provides a wide range of baby-care techniques.


Recipes for playing with infants (from birth to 18 months and from 18 to 36 months) focus on activities that emphasize language development.


"Quality care" in the Demonstration Nursery Center, University of North Carolina, is depicted with pictures and thought-provoking text. The revised edition includes an updated reference list.


To assure infants an ample opportunity to develop in an atmosphere of affectionate and sensitive caring, 330 gentle exercises and games are provided.


A series of increasingly more advanced games are provided for parents with babies from 2 months to 2 years. Each game specifies the position, action, and purpose of the game, as well as expansions on the game.


This detailed description of a combined infant-toddler quality day care plus parent home visitation program is enriched with reports on positive changes in children's functioning through program participation.


Presentation and creation of sensorimotor materials and activities, and language and motoric games, as well as use of audiovisual teaching aids, role playing techniques, and classroom supervised experiences are among the specific training suggestions offered.


Describes an in-home program of Piagetian developmental games that mothers can play with infants.


To provide a detailed portrayal of the behaviors, needs, and feelings of a developing child, this book is divided into five sections: the first 6 weeks, 6 weeks to 3 months, 3 to 6 months, 6 months to one year, and the second year. Within each section topics such as feeding, sleeping, elimination, body management, language, perception, play, fears, and phobias are covered.


Directed at an infant's first 15 months, this book provides a program of exercises and play to stimulate physical coordination and development.


The needs of toddlers and their parents are addressed, specifically with regard to the constant interaction between the child's mind and body as related to development.


A practical "how-to" book answers parents' questions about every aspect of caring for, playing with, and reading to a baby.


This infant-centered curriculum explores ideas for activities that can be provided for infants as they enter developmental phases characterized as: "What would happen if I...," "I am me and you are you," and "Things sure look different up here."

Lyman, P. **Growing with your baby.** Family Service Agency of San Francisco, 1855 Folsom Street, San Francisco, CA 94103, 1975.

A facilitator's manual for parent trainers is accompanied by curriculum materials for the parents themselves.


Lighthearted learning activities, which supertots are sure to like, are well-illustrated here.
Mates, B. Babies who can't see. Day Care and Early Education, Summer 1978, 38-40.

Program suggestions are given to caregivers for enhancing the experiences of toddlers with visual problems.


A true "sourcebook" of activities, this publication includes activities for encouraging infants' and young children's physical activity, positive self-concept, large and small muscle development, and creativity. Throughout, language development and experiences are emphasized. Guidelines are included for observing and evaluating the physical setting, time schedules, teachers, and the parent involvement program.

Mayer, C. Infant activities. Media Development for Alaska Headstart, Alaska Treatment Center for Crippled Children and Adults, 624 W. International Airport Road, Suite 102, Anchorage, AK 99502, 1977.

Developmental activities for children from birth to 3 are described and illustrated.


*McCard, I. Social and psychological development of children 0 to 1: Foster parent curriculum. (ED 160 210, June 1976, 30 p.)


The importance of affectionate adult-child relationships for the child's learning and intellectual development is emphasized. Each chapter, dealing with successive 6-month periods of life from birth to age 3, includes an overview of the infant's state of development, describing major changes that take place during that period and many pleasurable activities for caregiver and child together.


In this program, movement and dance activities are stressed for parents and caregivers.

Neugebauer, R., & Lurie, R. (Eds.). Caring for infants and toddlers: What works, what doesn't. Summit Child Care Center, Child Care Information Exchange, 70 Oakley Road, Belmont, MA 02178, 1980.

This book of readings focuses on five areas: (1) how to develop an appropriate curriculum, (2) how to select and train staff, (3) how to maintain effective parent relations, (4) how to meet young children's caretaking needs, and (5) how to design the environment.
Activities, on numbered index cards, are offered for infants in eight stages between birth and 36 months. Cards for receptive and expressive language are available, as are activities for blind and deaf babies.


A "zone-defense" model of infant caregiving is presented in which caregivers are stationed in each area rather than being assigned to care for individual babies. Toys, space utilization, and record keeping are discussed.


Activities are described for parents with infants up to 36 months of age.


A tutorial program that focused on teaching specific concepts (such as the idea of "wet" versus "dry") to black male toddlers resulted in significantly higher achievements for children who had participated than for controls.


An interdisciplinary program of developmental information, social support, and medical services was provided for families by pediatricians, social service representatives, and child development personnel working together.


The emotional relationship of babies to people who care for them is stressed throughout chapters on feeding, bowel and bladder control, sleep, etc. A section on developmental landmarks permits group caregivers to assess how well babies are progressing.

Developmental questions are raised and activities are suggested to help caregivers stimulate language understanding and expression in infants, toddlers, and preschoolers:


In the North Carolina ABCedarian project, an enrichment program is provided for infants from low-income families. At 48 months of age, experimental infants achieved a mean Stanford-Binet score of 93.4, as compared to the randomly selected control group infants' mean score of 81.3.

Rice, R. D. *Premature infants respond to sensory stimulation.* *APA Monitor,* 1975, 6 (11), 8-9.

Early tactile/kinesthetic stimulation of premature infants was associated with higher weight gains and faster neurological and mental development.


An in-home program that targeted 1-year-old black infants for tutorial enrichment found strong IQ gains at 36 months. The gains "washed out" 3 years later, possibly because of lack of specific parental involvement.

Segal, M. *From birth to one year (1974); From one to two years (1976).* B. L. Winch & Associates, 45 Hitching Post Dr., Rolling Hills Estates, CA 90274.

These two curriculum guides, part of the Nova University Series, present photographic illustrations of activities for parents to enjoy with children.


Designed to accompany *Babies' Lib* (see Section I listing under Sherwood & Mayer, 1977), this book outlines and suggests how to teach a series of 10 infant learning classes.


Objectives, procedures, and materials appropriate for infant stimulation programs are spelled out in concise detail. Suggestions are offered for teaching self-help skills and for conducting parent conferences.


One hundred games reflecting typical patterns of infant development are introduced, along with checklists which show the main learning theme of each game and on which the child's progress can be recorded.


This three-in-one package includes an assessment of infant development, a curriculum and educational guide, and handbooks on movement/coordination, social/emotional adaptation, sense perception/cognition, and communication/conceptualization.


The papers in this volume, delivered at the third annual conference of the Michigan Association for Infant Mental Health, cover many aspects of the field, including detection, prevention, and intervention. Particular attention is paid to the treatment and education of all the family members who must support the special infant.


This book focuses on ways to help children develop self-control. Caregivers can learn skilled ways of talking with and disciplining young children.
*Thompson, B. Social and psychological development of children 1 to 2: Foster parent curriculum. (ED 160 211, October 1978, 39 p.)

University of Virginia Medical Center, Department of Pediatrics. From the beginning: The EMI high-risk nursery intervention program manual. Manual for the education of multihandicapped infants. EMI, PO Box 232, Charlottesville, VA 22908, n.d.


Many activities for 1- to 3-year-olds provide a blueprint for toddler classroom teachers who are learning curriculum planning.


Goals and principles, relations with families, program and staff organization, play and learning, helping babies adjust, routine caregiving, staff composition and training, physical space and equipment, and health and safety are topics covered. Appendices include personality rating scales and checklists of developmental landmarks.


Each book reflects a particular age-orientation and contains colorful illustrations showing parents and infants/toddlers enjoying various activities together.


Socioemotional dialogues are provided to assist caregivers in handling toddler emotional and interpersonal problems.

AUDIOVISUAL MATERIALS

Infant and day-home care. Distribution Coordinator, Media Services Division, 151-X, Texas Department of Human Resources, PO Box 2960, Austin, TX 78769, 1977.

Included in this 16-part slide-tape series are the following titles, designed for caregivers in daycare homes: Babies Are People (CDP-22), Language Stimulation (CDP-23), Infant Play (CDP-24) and Music, Books, Pictures (CDP-25).
Gerber, M. With care and respect. Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960, n.d.

This film series concerning infant care includes On Their Own/With Our Help, The Way We See Them, and Our Prime Time.

High/Scope Press. Your baby's day: A time for learning. 600 North River Street, Ypsilanti, MI 48197, 1981.

Ways to enhance infant development during routines such as feeding, changing, and bathing are demonstrated in this filmstrip/audio cassette. Parents are made aware of their important role in a child's development at three critical periods: newborn, 4 to 8 months, and 8 months to a year.


Six films for use in parenting programs as resources for parental support of early learning include the following titles: Responding to a Baby's Actions, Cans: Toys for Learning, Babies Like Attention, Learning through Problems: A Baby's Point of View, A Special Kind of Mother, and Opportunities for Learning: Children 1 to 2 Years Old.


Focusing on the Baby's Actions and Development, The Role of the Home Visitor, Problems Encountered by the Home Visitor, Building a Relationship with Family Members, and Building a Relationship with Mother and Child are the titles in this five-film series.

Stone, J., & Stone, J: Infant development in the kibbutz (1972); Day care for the kibbutz toddler (1973). Campus Film Production, 20 East 46th Street, New York, NY 10017.

The first film (28 minutes; in color) focuses on the life of a 6-month-old boy, who sleeps, eats, and plays with his peers and metapelet (caregiver) in the infant house on a kibbutz. The second (23 minutes, also in color) depicts the life of toddlers in the kibbutz, the warmth of the metapelet, and the good relationship between the metapelet and the parents of toddlers.
IV. CONCERNS FOR INFANT/TODDLER CAREGIVING PROGRAMS


Seventy-seven toys a baby will most enjoy and best learn from are described; clear line drawings and step-by-step instructions are given for construction of each toy.


When ranging space for baby learning in group care settings, the author suggests program planners consider 20 centers.


Experts have examined more than 100 brand-name toys, for safety and design as well as infant appeal. Test reports are included on numerous infant care items, as are sections on nutrition, exercise, and learning and development. The book also features a directory of special help agencies and manufacturers.


This book presents a case for infant day care, then offers specific advice on licensing requirements, preparing a budget and raising funds, locating a center site, ordering equipment and toys, and preparing food.


Fraiberg expresses a strong concern for early mothering in the face of growing demand for day care, which may or may not be sensitive to such needs.


This sensible, clear look at what infants and mothers need to thrive surveys alternative infant care arrangements. The book should be helpful to families who are trying to choose family day care, group day care, home care, or other arrangements.


This guide to initiation and management of an infant day care center describes everyday tasks such as cleaning and opening and closing the center. The goals are staff efficiency and well-coordinated daily routines. Elaborate charts and record-keeping formats are provided as well as basic activity and parent information cards.


This 64-page craft book includes step-by-step instructions for making dozens of developmentally sound infant playthings from household materials. Included are directions for making special mobiles, cloth puppets, bath toys, and play gyms.

*Jones, E. (Ed.). Supporting the growth of infants and toddlers and parents. (ED 178 166, 1979, 86 p.--Paper copy available from Pacific Oaks College and Children's School, 5 Westmoreland Place, Pasadena, CA 91103.)

Inexpensive and creative ways to structure a responsive physical environment for infants are described. Chapters examine the qualities of a synchronic relationship between caregiver and child.


This catalog of toys and equipment for babies includes where-to-buy information and tips on toy safety.


Many recipes are provided which contain no sugar, salt, artificial flavorings, colorings, processed foods, or processed meats.


How to design, manage, and operate a toddler center are the topics of this guide. Included are first aid and emergency routines, workable bookkeeping and budgeting methods, enrollment and employment procedures, inventory and cleaning schedules, as well as detailed equipment lists.


Eight different kinds of child care arrangements for very young children are examined for advantages and disadvantages.


Dimensions of the environment are identified which are helpful in assessing richness and adequacy for children from diverse backgrounds.


Rosenthal, J., & Winchael, A. *Homemade playthings and activities for infants and toddlers.* Campus Stores, The University of Iowa, Iowa Memorial Union, Room 30, Iowa City, IA 52242, 1981.

The well-being of the "whole child" is the goal of the authors as they discuss information on babies' natural growth and development, the use of techniques of relaxation, and information on drugs, immunizations, and communicating with the baby's doctor.


The author outlines strategic problems of vital importance to health care professionals and policymakers. Analyzing maternal care in relation to social factors such as poverty and education, Slesinger defines the important components of maternal care, including the physical, emotional, and cognitive care of the infant and the mother's personality, knowledge of health and safety, and attitudes toward the medical system.


Concern is expressed for the lack of sufficient research information and for inadequate curricula for infant group care and personnel training.

APPENDICES

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