ED 440 496                                                      EC 307 785

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|---|---|
| AUTHOR | Danaher, Joan, Ed.; deFosset, Shelley, Ed. |
| TITLE | Resources Supporting Inclusion in Early Childhood. Third in a Series of Compilations of Resources on Inclusion Developed by OSEP-Funded Early Childhood Projects. |
| INSTITUTION | National Early Childhood Technical Assistance System, Chapel Hill, NC. |
| SPONS AGENCY | Special Education Programs (ED/OSERS), Washington, DC. |
| PUB DATE | 1999-05-00 |
| NOTE | 51p.; For related resource packet, see EC 307 786. |
| CONTRACT | H024-A-60001 |
| AVAILABLE FROM | NECTAS Publications Coordinator, 500 NationsBank Plaza, 137 East Franklin St., Chapel Hill, NC 27514-3628. Tel: 919-962-2001 (Voice); Tel: 919-962-8300 (TDD); Fax: 919-966-7463; e-mail: nectas@unc.edu; Web site: http://www.nectas.unc.edu/. |
| PUB TYPE | Reference Materials - Bibliographies (131) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Community Programs; *Curriculum Design; *Disabilities; Early Childhood Education; *Early Intervention; Educational Resources; Family Environment; *Inclusive Schools; Infants; *Policy Formation; Printed Materials; Publications; Resource Materials; *Teaching Methods; Toddlers; Videotape Recordings |
| IDENTIFIERS | Individuals with Disabilities Educ Act Amend 1997 |

ABSTRACT

This publication presents information compiled from early childhood projects funded by the Office of Special Education Programs on resources that support the inclusion of children with special needs and their families in regular educational or community environments. These 113 resources can be used for a variety of purposes, including inservice education and public awareness, and by early childhood educators and faculty at institutions of higher education, day care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families. Each resource includes a brief description and order information. The guide lists the resources alphabetically by title; identifies the format of each resource as either print, video, or other; and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information. Each resource also is indexed by the name of the project or agency that developed it, with the individual author's name (when available) cross-referenced within the index. A resource submission form is provided. (CR)

# Resources Supporting Inclusion in Early Childhood

Third in a Series of Compilations of
Resources on Inclusion Developed by
OSEP-Funded Early Childhood Projects

## Joan Danaher &
## Shelley deFosset,
## Editors

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## NECXTAS
National Early Childhood
Technical Assistance System

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# Resources Supporting Inclusion in Early Childhood

Third in a Series of Compilations of
Resources on Inclusion Developed by
OSEP-Funded Early Childhood Projects

**Joan Danaher &
Shelley deFosset,
Editors**

## NEC⋇TAS
National Early Childhood
Technical Assistance System
Chapel Hill, North Carolina

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May 1999

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# Preface

For more than 25 years, the Office of Special Education Programs (OSEP), U.S. Department of Education, has provided funding to support innovation in research and practice for services to young children with special needs and their families. OSEP's competitive grant programs fund projects and institutes to demonstrate and disseminate successful innovations, among them projects supporting the inclusion of young children with special needs in community programs.

As states and communities continue to move toward meeting the requirements as well as the spirit of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA), more materials and resources supporting inclusion are needed. Demonstration and outreach projects and research institutes have systematically developed and field-tested models and materials to meet these needs. This publication updates the second edition of *EEPCD Resources Supporting Inclusion*. It presents information about OSEP-funded early childhood project resources that support the inclusion of children with special needs and their families in regular educational or community environments. These resources can be used for a variety of purposes — including inservice education and public awareness — by early childhood educators and faculty at institutions of higher education, day care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families.

In the winter of 1999, NECTAS confirmed and updated the information in the second edition of *EEPCD Resources Supporting Inclusion* (1996), and invited projects to submit information about newly developed resources. NECTAS has not reviewed these resources and the listing of any resource in this publication does not imply endorsement by NECTAS or by the U.S. Department of Education.

The projects provided a brief description of and order information for their resource(s). Readers should contact the resource's distributor to obtain more detailed information about the resource and up-to-date order information. The Guide on pages vii through xiii lists the resources alphabetically by title; identifies the format of each resource as either print, video, or other; and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information. Each resource also is indexed by the name of the project or agency which developed it, with individual authors' names (when available) cross-referenced within the index (see pages 31 through 37).

The editors thank the numerous projects, groups, and individuals who contributed to this document. Its development is an ongoing project and we welcome information on new early childhood project resources supporting inclusion which may be included in any subsequent edition.

Joan Danaher and Shelley deFosset
Editors
May 1999

# Guide to Early Childhood Project Materials
## Supporting Inclusion

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■ ■    Access for All: Integrating Deaf, Hard-
-of-Hearing, and Hearing Preschoolers

*Developed by:* Access for All Outreach Project; Gail
Solit, Haral Taylor, and Angela Bednarzyk (1992)

*Format:* Print and Video

*Length:* Manual, 169 pp.; Video, 1 hour

*Description:* This manual and videotape provide an
overview to deafness, to strategies for developing
interagency relationships with other child care
providers, and to information on adapting the
environment and curriculum for preschoolers who
are deaf.

*Audience:* Early childhood special education
(ECSE) teachers, early childhood teachers, families,
preservice students and inservice staff, and anyone
working with preschoolers who are deaf

*Cost:* $24.95 for manual and video

*To obtain:*

> Harris Communications
> 15159 Technology Drive
> Eden Prairie, MN 55344
> Phone: (888) 257-5160 (voice)
> (800) 582-9237 (TTY)

■ ■    AHEAD (At Home and At Daycare)
Resource Manual

*Developed by:* AHEAD; Lori Rowan (Ed.), with
Connie Pehrson, and Rosemary Vander Meyden
(1997)

*Format:* Print

*Length:* 1236 pp.·

*Description:* This state-of-the-art resource is for
service providers working with young children who
have any special needs, and for families and child
care providers. The resource is filled with delightful
visuals, activity sheets, and handouts. Information is
presented through the use of topics in the areas of
communication, language, motor, play/social, and
self-help (feeding, toilet training, dressing, and
grooming).

*Audience:* ECSE teachers, day care providers,
families, trainers, specialized service providers,
health care providers, and other community service
providers.

*Cost:* $149.00 plus 10% shipping and handling

*To obtain:* ˙

> Hope, Inc.
> 55 East 100 North, Suite 203
> Logan, UT 84321
> Phone: (435) 752-9533
> Fax: (435) 752-9533

■ ■    An Activity-Based Approach to
Early Intervention, 2nd Ed.

*Developed by:* University of Oregon, Center on
Human Development; Diane Bricker with Kristie
Pretti-Frontczak and Natalya McComas (1998)

*Format:* Print and Video

*Length:* Book, 288 pp.; Video, 14 minutes

*Description:* Activity-based intervention (ABI)
shows how to use natural and relevant events to
teach infants and young children of all abilities. The
new two-section format details how and why the
activity-based approach can benefit any child from
birth to 5 years developmental age, and presents a
model in early intervention that synthesizes strate-
gies found in behavior analytic and early childhood
intervention approaches and is consistent with
current educational reforms. The authors have
updated this guide to include: new forms, improved
versions of first edition forms, descriptions, illustra-
tions, defined terminology, and guidelines for
incorporating the approach into ones teaching style.

*Audience:* ECSE teachers and child care providers

*Cost:* Book, $32.00; Video, $39.00; $61.00 for book
and video

*To obtain:*

> Book # 3513/Video# 1863
> Paul Brookes Publishing
> PO Box 10624
> Baltimore, MD 21285-0624
> Phone: (800) 638-3775
> Fax: (410) 337-8539
> URL: http://www.pbrookes.com/

■ ■    ACTTive Technology

*Developed by:* Macomb Projects (4 issues a year)

*Format:* Print

*Length:* 16 pp.

*Description:* This quarterly publication contains
timely features on technology and training as well as
reviews of software and suggestions for integrated
curriculum activities.

*Audience:* ECSE teachers, families, administrators,
and trainers

*Cost:* $16.00 (includes postage)

*To obtain:*

> Macomb Projects
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634
> Fax: (309) 298-2305

■ ■    **All About Me**

*Developed by:* Project Dakota Outreach (1992)

*Format:* Print

*Length:* 1 p.

*Description:* This handout invites families to explore their child's desires to be included in everyday child play settings, to map their current playmates, and to note their concerns and wishes.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families

*Cost:* Free

*To obtain:*

> Project Dakota Outreach
> 1380 Corporate Center Curve
> Eagan, MN 55121
> Phone: (612) 454-2732
> Fax: (612) 455-8972
> E-mail: projectdakota@lifeworks.org

■ ■    **Art Express: A Curriculum for Young Children With Disabilities**

*Developed by:* The Expressive Arts Project (1997)

*Format:* Print

*Length:* 181 pages

*Description:* Art Express is an innovative, yet practical, guide to help teachers implement a comprehensive expressive arts curriculum in their classrooms. Includes tips for adaptations for including children with physical disabilities, family involvement ideas, ideas for arranging the classroom environment. Sample activities and assessment tools are provided.

*Audience:* ECSE teachers, day care providers, and families

*Cost:* $55.00 including shipping and handling

*To obtain:*

> Macomb Projects, 1 University Circle
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634

■ ■    **The Arts in Early Childhood: A Springboard for Learning**

*Developed by:* The Expressive Arts Project (1995)

*Format:* Video

*Length:* 60 minutes

*Description:* This video explains the importance of the arts for young children with disabilities. It demonstrates adaptive devices that enable children with physical disabilities to be included in art activities. It discusses visual arts, music and movement, and dramatic play. Other topics include positive outcomes, family involvement, and an activity-based curriculum.

*Audience:* ECSE teachers, day care providers, and families

*Cost:* $55.00 including shipping and handling

*To obtain:*

> STARNET
> Macomb Projects
> 1 University Circle, 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634

■ ■    **ArtSpace and ArtSpace Curriculum**

*Developed by:* Expressive Arts for Children with Disabilities (1995)

*Format:* Print and Software (Macintosh)

*Length:* 96 pp.

*Description:* ArtSpace, used with touch tablet, switch, or mouse, offers children with disabilities and interactive journey through an art museum. Children can recreate drawings, view close-ups of art by adult and child artists, and watch videos of artists at work. The accompanying curriculum is filled with great ideas for using the software in the classroom. Appropriate for children (adults too!) of all abilities!

*Audience:* ECSE teachers and families

*Cost:* $55.00 (includes shipping)

*To obtain:*

> Macomb Projects
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634
> Fax: (309) 298-2305

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## ■ ■ Being a Kid: Supports and Services in Everyday Routines, Activities, and Places

*Developed by:* The ENRICH Project; Larry Edleman (January 1999)

*Format:* Video

*Length:* Six (6) minutes

*Description:* This video presents one approach to providing services and supports to young children with special needs. The video shows a physical therapist working with Jacob and his family at a playground. It is used as a tool for therapists and interventionists, and services that are possible.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service and health care providers, and others

*Cost:* $19.95 plus $4 shipping and handling

*To obtain:*

> Western Media Products
> PO Box 591
> Denver, CO 80201
> Phone: (800) 232-8902
> Fax: (303) 455-5302

## ■ ■ Best Practices in Integration (BPI): Training Manual, Guide, and Instructional Modules

*Developed by:* Best Practices in Integration Out-reach Project, Indiana University; Susan Klein and Susan Kontos (1993)

*Format:* Print

*Length:* Guide, 54 pp.; Modules, 252 pp.

*Description:* This model focuses on systems change, training, and technical assistance to facilitate skill building and role change for early intervention specialists.This resource focuses on the BPI frame-work, the BPI community approach, the training process, and the evaluation summary. It includes a definition of integration, integration as a change process, and collaborative consultation.

*Audience:* ECSE teachers, child care providers, administrators, and trainers

*Cost:* $17.50 for training manual and guide

*To obtain:*

> BPI
> School of Education, Indiana University
> 201 North Rose Avenue, Room 3244
> Bloomington, IN 47405
> Phone: (812) 856-8154
> Fax: (812) 856-8440

## ■ ■ Bridging Early Services: A Community Plans Together

*Developed by:* Bridging Early Services Transition Project-Outreach (1996)

*Format:* Video

*Length:* 12 min.

*Description:* This video motivates communities to plan together for the successful transition of all young children from prekindergarten environments to inclusive public schools.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, health care providers, specialized service providers, trainers, and other community service providers

*Cost:* $30.00

*To obtain:*

> National Association for the Education of Young Children
> 1509 16th Street NW
> Washington, DC 20036-1426
> Phone: (800) 424-2460
> Fax: (202) 328-1846

## ■ ■ Bridging Early Services: A Guide for Service Providers

*Developed by:* Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; Sharon Rosenkoetter (Ed.) (1995)

*Format:* Print

*Length:* 16 pp.

*Description:* This booklet provides information, strategies, and motivation to smooth transitions for young children with disabilities and their families. Included are transitions from hospital to community, at age 3, and at age 5.

*Audience:* ECSE teachers, day care providers, policymakers, administrators, early intervention providers, specialized service providers, trainers, and other community service providers

*Cost:* $3.50 plus $.21 tax; free in Kansas

*To obtain:*

> Bridging Early Services Transition Project
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754, ext. 111
> Fax: (316) 241-5153

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## ■ ■ Bridging Early Services for Children With Special Needs and Their Families: A Practical Guide for Transition Planning

*Developed by:* Bridging Early Services Transition Project-Outreach; S. Rosenkoetter, A. Hains, and S. Fowler (1994)

*Format:* Print

*Length:* 336 pp.

*Description:* This book is a comprehensive guide to planning and supporting transitions for young children and their families. It suggests strategies to develop appropriate services in natural environments for all young children.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, early intervention providers, health care providers, specialized service providers, trainers and other community service providers.

*Cost:* $22.00

*To obtain:*

> Paul H. Brookes Publishing Co.
> PO Box 10624
> Baltimore, MD 21285-10624
> Phone: (800) 638-3775
> Fax: (410) 337-8539

## ■ ■ Building InterACTTive Futures

*Developed by:* Macomb Projects; P. Hutinger, J. Johanson, L. Robinson, and C. Schneider (1998)

*Format:* Print

*Length:* 140 pp.

Description: Interactivity is the focus for this curriculum guide for integrating technology into early childhood programs. Content includes learning environment, family participation, technology assessment, customization and adaptation, equipment and software information, and procedures for using specialized devices and for creating software-related materials and activities.

*Audience:* ECSE teachers, administrators, and trainers

*Cost:* $55.00 (includes shipping)

*To obtain:*

> Macomb Projects
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634
> Fax: (309) 298-2305

## ■ ■ Can i play too?

*Developed by:* Partnerships for Inclusion (1993)

*Format:* Video

*Length:* Overview, 12 min; Provider version, 20 min.; Parent version, 20 min.

*Description:* These three videos — an overview, a provider version, and a parent version — are about including young children with special needs, birth to 5 years, in community child care programs. The videos raise awareness about inclusion and have been used effectively in inservice and preservice training formats. These videos won the Silver Reel Award.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families

*Cost:* Overview, $25.00; Provider version, $50.00; Parent version, $50.00

*To obtain:*

> Partnerships for Inclusion
> Frank Porter Graham Child Development Center
> University of North Carolina at Chapel Hill
> 521 South Greensboro Street, Suite 100
> Carrboro, NC 27510
> Phone: (919) 962-7364

## ■ ■ CASPER: Code for Active Student Participation and Engagement (revised)

*Developed by:* Project BLEND: Paddy Favazza, Samuel L. Odom, Eva M. Horn, William Brown, Ariane Holcombe, and Grant Youngquist (1996)

*Format:* Print

*Length:* 65 pp.

*Description:* The coding manual describes an ecobehavioral assessment, direct observation system for early intervention and preschool settings. It includes a description of training procedures.

*Audience:* Program evaluators and researchers

*Cost:* $6.50

*To obtain:*

> Jan Rosemergy
> Communications Services
> Box 40, Peabody
> Vanderbilt University
> Nashville, TN 37203
> Phone: (615)322-8240
> Fax: (615) 322-8236
> E-mail: rosemejm@ctrvax.vanderbilt.edu

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■ ■ **Child Care Observation Guide**

*Developed by:* Project Coach Outreach; Connie Clay and Stella Fair (July 1998)

*Format:* Print

*Length:* 8 pp.

*Description:* This is a consumer friendly guide with a checklist and explanation to observe quality indicators in childcare centers. The guide is based on NAEYC recommendations and expert opinion.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, health care providers, and other community service providers

*Cost:* 1-25/$5.00 each; 26-50/$4.50 each; 51-75/ $4.00 each; 76-125/$3.50 each, and 126 or more $3.00 each

*To obtain:*

>    Institute for Disability Studies
>    Box 5163
>    Hattiesburg, MS 39406-5163
>    Phone: (601) 266-5163 or 1-800-467-4488
>    Fax: (601) 266-5114

■ ■ **Child Care plus+**

*Developed by:* Child Care plus+; Sarah A. Mulligan, Sandra Morris, Susan Harper-Whalen, and Dionna Elder

*Format:* Print

*Length:* 4 pp.

*Description:* This quarterly newsletter, published since 1990, is directed to child care, preschool, and Head Start programs that include children with disabilities. Each issue deals with a specific inclusionary child care topic such as "Americans with Disabilities Act (ADA) is good news for child care!" and "I don't have an accessible playground — or do I?" A list of back issues is available upon request.

*Audience:* ECSE teachers, child care providers, and child care resource and referral specialists

*Cost:* $5.00/year; $2.00 for each back issue

*To obtain:*

>    Child Care plus+
>    Montana University Affiliated Rural
>      Institute on Disabilities
>    The University of Montana
>    52 North Corbin Hall
>    Missoula, MT 59812
>    Phone: (800) 235-4122 or (406) 243-5467
>    Fax: (406) 243-4730

■ ■ **Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs**

*Developed by:* Child Care plus+ (1999)

*Format:* Print

*Length:* 250-300 pp.

*Description:* This resource answers two fundamental questions for child care providers and other professionals: "What do I need to do to make my program a place where children with disabilities are fully included?" and "What skills do I need to develop and practice to make each child a participant in the everyday activities in my program?"

*Audience:* ECSE teachers, day care providers, policy makers, administrators, trainers, and child care resource and referral agencies

*Cost:* $60.00

*To obtain:*

>    Child Care plus+
>    Montana University Affiliated Rural
>      Institute on Disabilities
>    52 North Corbin Hall
>    The University of Montana
>    Missoula, MT 59812
>    Phone: (800) 235-4122 or (406) 243-6355
>    Fax: (406) 243-4730

■ ■ **Child-Ready Checklist**

*Developed by:* Child Care plus+ (1997)

*Format:* Print

*Length:* 5 pp.

*Description:* A list of items which are essential in making an environment accessible to children. Ten common areas in a early childhood setting are included on this checklist and reviewed for accessibility.

*Audience:* ECSE teachers, day care providers, families, and child care resource and referral agencies

*Cost:* $4.00

*To obtain:*

>    Child Care plus+
>    Montana University Affiliated Rural
>      Institute on Disabilities
>    52 North Corbin Hall
>    The University of Montana
>    Missoula, MT 59812
>    Phone: (800)-235-4122 or (406) 243-6355
>    Fax: (406) 243-4730

■ ■    Choices: Opportunities for Life
(English) and Opciones: Opportunidades Para
La Vida (Spanish translation)

*Developed by:* PACER Center; Carolyn Anderson
(1996 English, 1998 Spanish)

*Format:* Print

*Length:* 32 pp.

*Description:* This book explains how children with
a wide range of disabilities can lead more indepen-
dent lives when they learn to make effective choices.
*Choices* offers tips to parents on teaching decision-
making skills to their children. *Choices* helps
parents be intentional about teaching decision-
making skills.

*Audience:* ECSE teachers, day care providers, and
families

*Cost:* $8.00; 10 or more copies $6.50 each, shipping
and handling included

*To obtain:*

> PACER Center
> 4826 Chicago Avenue South
> Minneapolis, MN 55417-1098
> Phone: (612) 827-2966
> Fax: (612) 827-3065

■ ■    Collaboration: Putting the Puzzle
Pieces Together

*Developed by:* Building State Capacity for Part C –
Early Intervention (1996)

*Format:* Print

*Length:* 111 pp.

*Description:* This resource contains content and
activities to support collaborative relationships with
families, other service providers (teams), and other
agencies. The workbook contains five modules, and
multiple examples and activities to build competen-
cies across the multiple collaborations needed in
early intervention in natural environments.

*Audience:* ECSE teachers, child care providers,
families, policymakers, administrators, trainers, and
other community service providers.

*Cost:* $20.00

*To obtain:*

> Division of Child and Family Studies
> University of Connecticut Health Center
> 263 Farmington Avenue
> Dowling North – MC6222
> Farmington, CT 06030
> Phone: (860) 679-4632
> Fax: (860) 679-1368

■ ■    College Instructor's Guide: Infusing
Information About Young Children With
Exceptional Needs Into Child Development and
Early Childhood Course Work

*Developed by:* Project EXCEPTIONAL, California
Institute on Human Services; Anne Kuschner, Linda
Cranor, Linda Brekken, and Eleanor W. Lynch

*Format:* Print

*Length:* 165 pp.

*Description:* Designed to accompany *A Guide for
Training and Recruiting Child Care Providers,
Vols. 1 & 2*, on inclusion in early childhood pro-
grams. It includes information for instructors on
how each of the training topics fit into the college
curriculum, key points, reproducible handouts,
transparencies, and questions for college students.

*Audience:* Trainers, University and community
college instructors

*Cost:* $30.00 (Price includes shipping and regional
tax) Purchase orders cannot be processed.

*To obtain:*

> Project EXCEPTIONAL
> California Institute on Human Services
> Sonoma State University
> 1801 East Cotati Avenue
> Rohnert Park, CA 94928-3069
> Phone: (707) 664-2945
> Fax: (707) 664-2418

■ ■    Community-Based Integration

*Developed by:* Project Dakota Outreach (1991)

*Format:* Print

*Length:* 5 pp.

*Description:* This handout is in a question-and-
answer format. Topics discussed include the ratio-
nale for and the ins and outs of community-based
inclusion. This is a good piece for skeptics and those
new to implementation.

*Audience:* ECSE teachers, child care providers,
policy-makers, administrators, trainers, specialized
service providers, health care providers, other
community service providers, and families

*Cost:* Free

*To obtain:*

> Project Dakota Outreach
> 1380 Corporate Center Curve #305
> Eagan, MN 55121
> Phone: (612) 455-8972
> Fax: (612) 455-8972
> E-mail: projectdakota@lifeworks.org

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■ ■    Creating the Inclusive Preschool:
Strategies for a Successful Program

*Developed by:* CO-TEACH Programs; Richard van
den Pol, Jean Guidry, and Beth Keeley (1995)

*Format:* Print

*Length:* 116 pp.

*Description:* This book contains four chapters
addressing environmental arrangement, forging
partnerships with families, managing behavior
positively, and teaching through play. It is appropri-
ate for paraprofessional audiences as well as early
childhood special education teachers who are
initiating new programs. The book includes a
complete set of copy-ready forms that may be
duplicated by individuals purchasing the book.

*Audience:* ECSE teachers, day care providers,
families, administrators, trainers, specialized service
providers, and paraeducators.

*Cost:* $41.00

*To obtain:*

> The Psychological Corporation
> 555 Academic Court
> San Antonio, TX 78204-2498
> Phone: (800) 211-8378
> Fax: (210) 949-4452

■ ■    The Creative Program Model

*Developed by:* Play-Based Early Education/Inter-
vention and Pamela C. Phelps

*Format:* Print, Video and Overhead transparencies

*Length:* 44 pp. Plus appendices and 30 minute
videotape

*Description:* This manual describes an inclusive
model of early intervention and education that has
been in operation over 25 years. The manual
provides a discussion of theoretical underpinnings of
the program, day to day program organization and
implementation, and child evaluation procedures. A
30-minute videotape accompanies the manual, as
well as overhead transparencies which can be used
in staff training.

*Audience:* ECSE teachers, day care providers,
administrators, trainers, and other community
service providers

*Cost:* $125.00

*To obtain:*

> Pamela C. Phelps
> Creative Preschool
> 2746 West Tharpe
> Tallahassee, FL 32303

■ ■    Developmental Ages for Skills
Included on the Helpful Entry Level Skills
Checklist

*Developed by:* Project STEPS; Mary Louise
Hemmeter and Beth Rous (1992)

*Format:* Print

*Length:* 17 pp.

*Description:* This manual was developed to be used
in conjunction with the "Helpful Entry Level Skills
Checklist (Revised)" to help identify typical devel-
opmental levels or ages for each skill addressed on
the checklist. The manual includes developmental
ages from 3 to 6.

*Audience:* ECSE teachers, day care providers, and
specialized service providers

*Cost:* $5.00

*To obtain:*

> Beth Rous, Project STEPS
> Interdisciplinary Human Development
>    Institute, University of Kentucky
> 205 Mineral Industries Building
> Lexington, KY 40506-0051
> Phone: (606) 257-9115
> Fax: (606) 257-2769
> E-mail: brous@ihdi.uky.ed
> URL: http://www.ihdi.uky.edu/

■ ■    Developmental Rainbow: Early
Childhood Developmental Profile

*Developed by:* Developmentally Appropriate
Practices for Preschool Children with Special
Learning Needs; Gerald Mahoney and Frida
Mahoney (1996)

*Format:* Print

*Length:* 75 pp.

*Description:* This book contains a comprehensive
listing of developmental skills and competencies that
children typically acquire from birth through 5 years
of age. Five domains are ideally suited for observa-
tion, play-based assessment, and program planning.

*Audience:* ECSE teachers, early interventionists,
trainers, specialized service providers, and health
care providers

*Cost:* $18.00 + shipping and handling (1-4 books
$3.00; (more than 4 call for rate) No purchase orders
for under $100.00. Checks are to be made payable
to: Children's Hospital Foundation

*To obtain:*

> Family Child Learning Center
> 143 Northwest Avenue, Building A
> Tallmadge, OH 44278
> Phone: (330) 633-2055
> Fax: (330) 633-2658

■ ■     **Developmental Therapy —**
**Developmental Teaching (3rd Edition)**

*Developed by:* Developmental Therapy — Teaching
Programs (1996)

*Format:* Print

*Length:* 398 pp.

*Description:* This curriculum provides applications
for adults concerned about the behavior and emo-
tional stability of children. With specific applications
in natural settings, it is a highly organized matching
a child's current social-emotional-behavioral status
with objectives, management strategies, and adult
roles.

*Audience:* ECSE teachers, day care providers,
families, and mental health professionals.

*Cost:* $41.00 (+ shipping: 10% U.S., Canada 15%)

*To obtain:*

> Catalog No 6970, ISBN 0-89079-644-5
> PRO-ED Publishers
> 8700 Shoal Creek Boulevard
> Austin, Texas 78757-6897
> Phone: (800) 897-3202
> Fax: (800) FXPROED

■ ■     **Differentiated Teaching and Learning**
**in Heterogeneous Classrooms: Strategies for**
**Meeting the Needs of All Students**

*Developed by:* Creating Capacities Within; R.
Kronberg, and J. York-Barr (1998)

*Format:* Print

*Length:* 122 pp.

*Description:* This guide information for K-12
educators to effectively meet the needs of all learners
in heterogeneous classrooms. Sections include: (a)
overview of heterogeneity in today's classrooms, (b)
rationale for differentiated teaching and learning, (c)
changing roles of teachers and students in differenti-
ated classrooms, (d) discussion of the importance of
classrooms that nurture diversity, (e) ideas for
organizing a classroom for differentiated teaching,
and (f) a step by-step process for differentiation.

*Audience:* ECSE teachers and administrators

*Cost:* $15.00

*To obtain:*

> Publications Office
> Institute on Community Integration
> 109 Pattee Hall
> 150 Pillsbury Drive SE
> Minneapolis, MN 55455
> Phone: (612) 624-4512
> Fax: (612) 624-9344

■ ■     **Dimensions of Diversity: A Guide for**
**Training and Recruiting Child Care Providers,**
**Vols. 1 & 2**

*Developed by:* Project EXCEPTIONAL, California
Institute on Human Services; Linda Cranor , Anne
Kuschner, and Eleanor W. Lynch

*Format:* Print

*Length:* 75 pp.

*Description:* Designed to accompany *A Guide for
Training and Recruiting Child Care Providers, Vols.
1 & 2*, and the Instructor's Guide on Inclusion in
early childhood. Identifies and discusses content
that may be perceived differently across cultures,
language groups, economic levels, and other dimen-
sions of diversity and provides information on these
differences.

*Audience:* ECSE teachers, day care providers,
families, policymakers, administrators, trainers,
specialized service providers, Head Start Staff, and
University and community college instructor

*Cost:* $30.00 (includes shipping and regional tax)
Cannot accept purchase orders.

*To obtain:*

> Project EXCEPTIONAL
> California Institute on Human Services
> Sonoma State University
> 1801 E. Cotati Avenue
> Rohnert Park, CA 94928-3069
> Phone: (707) 664-2945
> Fax: (707) 664-2418

■ ■     **Disability Awareness**

*Developed by:* Successful Integration of Infants and
Toddlers with Disabilities Through Multidisciplinary
Training (1993)

*Format:* Video

*Length:* 7 min.

*Description:* This video provides preliminary
insights into including children with disabilities in
child care settings. A discussion guide and informa-
tion and activities to complete an hour-long work-
shop or staff meeting.

*Audience:* Child care providers, administrators,
trainers, and other community service providers

*Cost:* $35.00 plus 10% shipping and handling

*To obtain:*

> AGH Associates, Inc.
> PO Box 130, 219 Drakeside Road
> Hampton, NH 03843
> Phone: (603) 926-1316
> Fax: (603) 926-3689
> URL: http://www.schoolhousedoor.com

## ■ ■ Early Intervention: Tailor Made

*Developed by:* Project Dakota Outreach (1990)

*Format:* Print

*Length:* 17 pp.

*Description:* This booklet focuses on family-centered, community-based early intervention. The booklet discusses goals, missions, practices for collaborative planning, and a service menu for home and community settings.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community services, and families

*Cost:* $3.00 ($2.00 each for 10 or more copies)

*To obtain:*

> Project Dakota Outreach
> 1380 Corporate Center Curve #305
> Eagan, MN 55121
> Phone: (612) 454-2732
> Fax: (612) 455-8972
> E-mail: projectdakota@lifeworks.org

## ■ ■ Emergent Literacy Instructional Program Series

*Developed by:* Macomb Projects/Project ELIPSS; Kathy Barclay (1996-1997)

*Format:* Video

*Length:* each video is one (1) hour

*Description:* The 10-program literacy series includes two literacy resource coordinator training sessions and eight emergent literacy training sessions with accompanying viewing guides. Topics include language and literacy, literacy-rich environments, choosing children's literature, beginning reading, assessment of literacy behaviors.

*Audience:* ECSE teachers, families, administrators, and trainers

*Cost:* $250.00 (includes shipping)

*To obtain:*

> Macomb Projects
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634
> Fax: (309) 298-2305

## ■ ■ Emerging Literacy and Technology: Working Together

*Developed by:* Macomb Projects: LitTEC Interactive Outreach and The Interactive Technology Literacy Curriculum Project (1999)

*Format:* Print

*Length:* 350 pp.

*Description:* The curriculum combines an emergent literacy approach with successful assistive technology experiences and is loaded with curriculum activities and off-computer ideas. Content also includes suggestions for adaptations, information on designing the environment, family involvement, teaching strategies, and children's learning styles.

*Audience:* ECSE teachers

*Cost:* $55.00 (includes shipping)

*To obtain:*

> Macomb Projects
> 27 Horrabin Hall
> Western Illinois University
> Macomb, IL 61455
> Phone: (309) 298-1634
> Fax: (309) 298-2305

## ■ ■ Entering a New Preschool. How Service Providers and Families Can Ease the Transitions of Young Children With Special Needs and Their Families.

*Developed by:* Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE); Mary Donegan, Dale Fink, Susan Fowler, and Michael Wischnowski (1994)

*Format:* Print

*Length:* 19 pp.

*Description:* This resource presents strategies for planning for transitions, preparing for the change, and working with families and staff programs. A fictionalized account of one child's experience is spotlighted. Books to read are included.

*Audience:* ECSE teachers, day care providers, families, administrators, and interagency council members

*Cost:* $2.50

*To obtain:*

> IRHD Publications, University of Illinois
> 61 Children's Research Center
> 51 Gerty Drive
> Champaign, IL 61820
> Phone: (217) 333-4123
> Fax: (217) 244-7732
> URL: http://www.ed.uiuc.edu/SPED/
>     facts.html

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## ■ ■ Expanding the Accessibility of Toys

*Developed by:* Child Care plus+ (1997)

*Format:* Print

*Length:* 13 pp.

*Description:* This booklet explores the value of toys from the child's perspective. It includes tips on selecting and making adaptations to toys.

*Audience:* ECSE teachers, day care providers, families, and child care resource and referral agencies

*Cost:* $2.00

To obtain:

> Child Care plus+
> Montana University Affiliated Rural
>   Institute on Disabilities
> 52 North Corbin Hall
>   The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

## ■ ■ Facilitating Inclusion in Community Settings

*Developed by:* Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE); Martha Venn, Dale Fink, Sarah Hadden, and Susan Fowler (1994)

*Format:* Print

*Length:* 18 pp.

*Description:* This is a guide to creating environments that facilitate communication and positive social interaction of children with and without special needs in inclusionary settings.

*Audience:* ECSE teachers, child care providers, administrators, other community service providers, inservice staff, and families

*Cost:* $2.50 (includes shipping/handling). Discounts on orders of $50.00 and more.

*To obtain:*

> University of Illinois
> 61 Children's Research Center
> 51 Gerty Drive
> Champaign, IL 61820
> Phone: (217) 333-4123
> Fax: (217) 244-7732
> URL: http://www.ed.uiuc.edu/SPED/
>   facts.html

## ■ ■ A Family-Focused Approach

*Developed by:* Project Reach ME (1992)

*Format:* Video

*Length:* 30 min.

*Description:* This video focuses on three families involved in early intervention. The video demonstrates concepts which are key for the family-focused approach such as the parent as expert, decision maker, and team member; and the professional as help giver and team member.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, other community service providers, and families

*Cost:* $30.00

*To obtain:*

> USM-NCWRC (National Child Welfare
>   Resource Center) Publications
> PO Box 15010
> Portland, ME 04112
> Phone: (800) HELP-KID or
> (207) 780-5813
> Fax: (207) 780-5817

## ■ ■ First Step to Success: Helping Young Children Overcome Antisocial Behavior

*Developed by:* Institute on Violence and Destructive Behavior, University of Oregon; Hill Walker, Herbert Severson, Edward Feil, Bruce Stiller, Annemieke Golly, and Kate Kavanaugh (1997)

*Format:* Kit

*Length:* 117 pp.

*Description:* This is an early intervention for children in grades kindergarten through 3. It takes a collaborative home and school approach to teaching at-risk children to get along with teachers and peers and to engage in schoolwork in an appropriate manner. There are three interrelated components: screening, CLASS (school intervention), and home base (family-centered intervention).

*Audience:* ECSE teachers, families, administrators, trainers, and specialized service providers

*Cost:* $145.00 plus 10% shipping and handling

*To obtain:*

> Sopris West
> 4093 Specialty Place
> Longmont, CO 80504
> Phone: (800) 547-6747
> Fax: (303) 776-5934
> E-mail: annem@sopriswest.com
> URL: http:/www.sopriswest.com/

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■ ■ **Foundations for Inclusion**

*Developed by:* Project Dakota Outreach (1993)

*Format:* Print

*Length:* 1 p.

*Description:* This chart shows 10 aspects of commitment to inclusion and 13 strategies for getting started.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community services, and families

*Cost:* Free

*To obtain:*

> Project Dakota Outreach
> 1380 Corporate Center Curve #305
> Eagan, MN 55121
> Phone: (612) 454-2732
> Fax: (612) 455-8972
> E-mail: projectdakota@lifeworks.org

■ ■ **Getting Together: A Head Start/ School District Collaboration**

*Developed by:* David Lindeman and T. Adams (1995)

*Format:* Video and Training Manual

*Length:* 25 min.

*Description:* This video presents a discussion between the director of special education services for a school district and a Head Start program director about combining their separate programs into a single, interagency program. Concerns, issues, and barriers faced and some of the strategies used to overcome them are presented. The discussion of their roles in the collaborative process in terms of leadership, support to staff, and policy development creates an exemplary model for agency administrators.

*Audience:* ECSE teachers, families, administrators, trainers, community service providers, Head Start programs, and state agencies

*Cost:* $46.00

*To obtain:*

> Paul H. Brookes Publishing Co.
> PO Box 10624
> Baltimore, MD 21285-0624
> Phone: (800) 638-3775 or (410) 337-8539
> Fax: (316) 421-6550, ext. 1702
> E-mail: custserv@pbrookes.com

■ ■ **Giving Our Children the Best**

*Developed by:* Project TRAC Outreach; Tom Udell and Joyce Peters (1995)

*Format:* Video

*Length:* 18 min.

*Description:* This video details recommended practices from ECSE. It is useful as a beginning awareness tool and/or training tool for those with limited background in inclusive early education and for ECSE programs that incorporate the recommended practices features.

*Audience:* ECSE teachers, day care providers, families, administrators, trainers, and specialized service providers

*Cost:* $40.00

*To obtain:*

> Teaching Research Early Childhood Video
>    Productions; Attn: Tom Udell
> 345 North Monmouth Avenue
> Monmouth, OR 97361
> Phone: (503) 838-8785
> Fax: (503) 838-8150

■ ■ **A Great Place to Be Me: Selecting a Child Care Program When Your Child Has a Disability**

*Developed by:* Child Care plus+ Inservice Project; Sarah A. Mulligan (1993)

*Format:* Print

*Length:* 20 pp.

*Description:* This booklet helps parents match the needs of their child and family with the abilities of prospective child care providers. It contains a step-by-step selection process that offers encouragement as well as ideas to help families find child care programs. It also provides strategies for working with early childhood professionals to create the best possible environment for their child.

*Audience:* ECSE teachers, child care providers, families, and child care resource and referral specialists

*Cost:* $5.00

*To obtain:*

> Child Care plus+
> Rural Institute on Disabilities
> 52 Corbin Hall, The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

■ ■    Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 1

*Developed by:*  Project EXCEPTIONAL, California Institute on Human Services; Anne Kuschner, Linda Cranor and Linda Brekken (Eds.)

*Format:*  Print

*Length:*  195 pp.

*Description:*  Authored by parents and professionals, these training materials have been designed to support the inclusion of young children (birth to five) with disabilities in community child care and development programs. This guide consists of nine topic-specific narratives covering content which relates to creating successful inclusive opportunities for young children.

*Audience:*  ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers and Head Start Staff

*Cost:*  $20.00 California residents add sales tax; shipping and handling charges determined by number of copies purchased

*To obtain:*

California Department of Education
Bureau of Publications, Sales Unit
PO Box 271
Sacramento, CA 95812-0271

■ ■    A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 2

*Developed by:*  Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor and Anne Kuschner

*Format:*  Print

*Length:*  295 pp.

*Description:*  Designed to supplement A Guide for Training and Recruiting Child Care Providers Vol. 1, this guide provides four to eight training activities developed to highlight the key points in each of the nine topics presented in Vol. 1

*Audience:*  Trainers, University and community college instructors

*Cost:*  $30.75, California residents add sales tax; shipping and handling charges determined by number of copies purchased

*To obtain:*

California Department of Education
Bureau of Publications, Sales Unit
PO Box 271
Sacramento, CA 95812-0271

■ ■    A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Chinese Translation)

*Developed by:*  Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor, Diana Jung, and Aura Zapata

*Format:*  Print

*Length:*  60 pp.

*Description:*  Selected materials from A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2, have been translated into Chinese.

*Audience:*  ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, and other community service providers

*Cost:*  $18.00 (Price includes shipping and regional tax) Purchase orders cannot be processed.

*To obtain:*

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■    A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Spanish Translations)

*Developed by:*  Project EXCEPTIONAL, California Institute on Human Services, Linda Cranor, Diana Jung, and Aura Zapata

*Format:*  Print

*Length:*  185 pp.

*Description:*  Selected materials from A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2, have been translated into Spanish.

*Audience:*  ECSE teachers, day care providers, families, policymakers, administrators, and trainers

*Cost:*  $25.00 (Price includes shipping and regional tax) Purchase orders cannot be processed.

*To obtain:*

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

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■ ■    A Health and Safety Checklist for Early Childhood Programs

*Developed by:* Child Care plus+ (1998)

*Format:* Print

*Length:* 20 pp.

*Description:* An easy-to-use inventory designed to help evaluate health and safety practices in early childhood settings.

*Audience:* ECSE teachers, day care providers, and child care resource and referral agencies

*Cost:* $2.00

*To obtain:*

> Child Care plus+
> Montana University Affiliated Rural
>   Institute on Disabilities
> 52 North Corbin Hall
> The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

■ ■    Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor, Anne Kuschner, and Betty Presler

*Format:* Print

*Length:* 130 pp.

*Description:* Presents an overview of system level factors affecting the movement to include children with exceptional health care needs in community child care and education programs and a framework for assessing and preparing an early childhood program's capacity to provide safe and effective care for children with exceptional health care needs.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, University and community instructors, and others.

*Cost:* $30.00 (price includes shipping and regional tax) Purchase orders cannot be processed.

*To obtain:*

> Project EXCEPTIONAL
> California Institute on Human Services
> Sonoma State University
> 1801 East Cotati Avenue
> Rohnert Park, CA 94928-3069
> Phone: (707) 664-2945
> Fax: (707) 664-2418

■ ■    Helpful Entry Level Skills Checklist

*Developed by:* Project STEPS; Rita Byrd and Beth Rous (1991, revised)

*Format:* Print

*Length:* 5 pp.

*Description:* This programming assessment was designed to aid the transition of children ages 3 to 6. An observational assessment, it addresses social, behavioral, and functional skills in the areas of classroom rules, work skills, communication, self-management, and social behavioral. (See also *Instructional Strategies Manual* on page 16.) Must have manual to use.

*Audience:* ECSE teachers and day care providers

*Cost:* $1.00 (bulk rate: 25 for $10.00)

*To obtain:*

> Beth Rous, Project STEPS
> Interdisciplinary Human
>   Development Institute
> University of Kentucky
> 205 Mineral Industries Building
> Lexington, KY 40506-0051
> Phone: (606) 257-9115
> Fax: (606) 257-2769

■ ■    Hospital to Home: A Guide for Transition Planners

*Developed by:* Bridging Early Services Transition Project-Outreach (1996)

*Format:* Print

*Length:* 12 pp.

*Description:* This booklet provides information, tested strategies, and motivation to smooth transitions for families of infants leaving the NICU to live in the community. Procedures for referral, support, and follow-up are included.

*Audience:* ECSE teachers, administrators, trainers, specialized service providers, health care providers, and other community providers

*Cost:* $3.50 plus $.21 tax; free in Kansas

To obtain:

> Bridging Early Services Transition Project
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754, ext. 111
> Fax: (316) 241-5753

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■ ■ **How Am I Doing? A Self-Assessment for Child Caregivers**

*Developed by:* SpecialCare Outreach Project (1993)

*Format:* Print

*Length:* 24 pp.

*Description:* This practical, easy-to-use self-assessment instrument will help home- and center-based child caregivers identify the skills they need to effectively and confidently care for young children with disabilities in their child care setting.

*Audience:* ECSE teachers and child care providers

*Cost:* $15.00 plus $3.00 shipping and handling

*To obtain:*

> Child Development Resources
> PO Box 280
> Norge, VA 23127-0280
> Phone: (757) 566-3300
> Fax: (757) 566-8977
> E-mail: resources@gc.net

■ ■ **Including All Children in Typical Child Care Settings**

*Developed by:* Successful Integration of Infants and Toddlers With Disabilities Through Multidisciplinary Training (1993)

*Format:* Print and Video

*Length:* Varied (see description)

*Description:* This package includes an *Administrator's Handbook* (97 pp.) designed to help administrators prepare for including all children. A correspondence course is optional (24 pp.). The package also includes 10 self-paced study modules covering CDA training topics for infant and toddler teachers (200 pp.), and an accompanying trainer's guide (70 pp.). Two videotapes are offered: *Disability Awareness: Including All Children* (7 min.) and *It's Really No Different: Conversations With Caregivers* (17 min.), each with a facilitator's guide.

*Audience:* ECSE teachers, child care providers, administrators, institutes of higher education, trainers, and other community service providers

*Cost:* Some components may be purchased individually. Contact AGH for information.

*To obtain:*

> AGH Associates, Inc.
> PO Box 130
> Hampton, NH 03843
> Phone: (603) 926-1316
> Fax: (603) 926-3689
> URL: http://www.schoolhousedoor.com

■ ■ **Including Students With Disabilities in Accountability Systems**

*Developed by:* Consortium on Inclusive Schooling Practices (CISP); (April 1998)

*Format:* Print and On-line

*Length:* 13 pp.

*Description:* Presents a framework to analyze state and local policies and their relationship to the development of inclusive schooling practices across six major policy areas: curriculum, student assessment, accountability, personnel development, and others. The discussion of one of these policy areas - accountability - by defining the concept and illustrating six approaches to its implementation is extended. Specific perspectives on accountability, including the indicators of accountability; federal, state, and local perspectives; and suggested family assurances.

*Audience:* policymakers and administrators

*Cost:* Free download or print copy

*To obtain:*

> Consortium on Inclusive Schooling
> Practices Web site
> http://www.pgh.auhs.edu/cfsp/brochure/
>   abtcons.htm
> Phone: (412) 359-1654
> Fax: (412) 359-1601

■ ■ **Inclusion Policies and Practices Self-Assessment for Early Childhood Programs**

*Developed by:* Child Care plus + (1998)

*Format:* Print

*Length:* 5 pp.

*Description:* This self-assessment is designed to help individuals identify policies and practices they currently use in their program. Ideas and suggestions on ways of implementing new policies and practices as well as modifying current ones are also presented.

*Audience:* ECSE teachers, day care providers and child care resources and referral agencies..

*Cost:* $5.00

*To obtain:*

> Child Care plus +
> Montana University Affiliated Rural
>   Institute on Disabilities
> 52 North Corbin Hall
> The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

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■ ■    **Inclusion: A Right, Not A Privilege**

*Developed by:* Community Inclusion Outreach
Project (1993)

*Format:* Print

*Length:* 92 pp.

*Description:* This manual provides an overview of
the philosophy of inclusion, a brief history of early
childhood programs, a summary of the laws related
to inclusion, a guide for finding a high-quality
inclusionary setting, and information on making
inclusion happen in the community.

*Audience:* ECSE teachers, child care providers,
administrators, preservice students and inservice
staff, specialized service providers, health care
providers, and families

*Cost:* $20.00

*To obtain:*

> Division of Child and Family Studies
> University of Connecticut Health
>    Center- MC 6222
> 263 Farmington Avenue, Dowling North
> MC 6222
> Farmington, CT 06030
> Phone: (860) 679-4632
> Fax: (860) 679-1368

■ ■    **Inclusive Schooling Practices:
Pedagogical and Research Foundations. A
Synthesis of the Literature That Informs Best
Practices About Inclusive Schooling**

*Developed by:* Consortium on Inclusive Schooling
Practices (CISP); Gail McGregor, and R. Timm
Vogelsberg (February 1998)

*Format:* Print

*Length:* 148 pp.

*Description:* A comprehensive synthesis of the
research on inclusive practices. Easy-to-read tables
and charts illustrate findings. Exceptionally popular
document for use by a wide range of individuals and
groups.

*Audience:* ECSE teachers, families, policymakers,
administrators, and trainers

*Cost:* $24.95 each (Quantity discounts available)

*To obtain:*

> Brookes Publishing Company
> PO Box 10624
> Baltimore, MD 21285-0624
> Phone: (800) 638-3775
> Fax: (410) 337-8539

■ ■    **Inclusive Services — Module for
Inservice Training (Module 7)**

Developed by: Multicultural Early Childhood Team
Training; N. Flynn, E. Thorp, K. Evans, and S.
Takemoto (1998)

*Format:* Print

*Length:* 26 pp. (one module is a 12-module series
with a trainer's guild and notes of 11 additional pages)

*Description:* This module focuses on parent/
professional collaborative approaches and strategies
for providing services to young children with
disabilities with typically developing children.

*Audience:* ECSE teachers, families, administrators,
day care providers, trainers, and others

*Cost:* To be determined

*To obtain:*

> Kyppee White Evans, Project Coordinator
> Helen A. Keller Center for Human
>    Disabilities
> George Mason University
> 4400 University Drive, MSN 1F2
> Fairfax, VA 22030-4444
> Phone: (703) 993-3670
> Fax: (703) 993-3681

■ ■    **INDAP: Guidelines for Individualizing
Developmentally Appropriate Practice
Classrooms, Activities, and Routines to Young
Special Needs Learners**

*Developed by:* Individualizing Developmentally
Appropriate Practices for Young Children with
Special Needs (1996)

*Format:* Print

*Length:* 106 pp.

*Description:* This compilation will help teachers
modify components of their early childhood curricu-
lum to accommodate young children with special
needs with suggestions for play, curriculum plan-
ning, environment and materials, activities and
routines, and behavior management.

*Audience:* ECSE teachers, day care providers,
trainers, and specialized service providers

*Cost:* $18.00 + shipping and handling (1-4 books
$3.00; (over 4 call) No purchase orders for under
$100.00. Checks made payable to Children's
Hospital Foundation.

*To obtain:*

> Family Child Learning Center
> 143 Northwest Avenue, Building A
> Tallmadge, OH 44278
> Phone: (330) 633-2055
> Fax: (330) 633-2658

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## ■ ■ Instructional Strategies Manual

*Developed by:* Project STEPS; Rita Byrd and Beth Rous (1991, 1997)

*Format:* Print

*Length:* 97 pp.

*Description:* This manual is used in conjunction with the *Helpful Entry Level Skills Checklist* (see page 13). It provides sample strategies and activities that can be used to facilitate the acquisition of social, behavioral, and functional skills.

*Audience:* ECSE teachers, day care providers, and specialized service providers.

*Cost:* $10.00; $8.00 each for orders of 10 or more

*To obtain:*

> Attn: Beth Rous
> Project STEPS
> Interdisciplinary Human Development
>   Institute
> University of Kentucky
> 205 Mineral Industries Building
> Lexington, KY 40506-0051
> Phone: (606) 257-9115
> Fax: (606) 257-2769

## ■ ■ Integrated Child Care: Meeting the Challenge

*Developed by:* Educational Home Model Outreach Project; Sarah Mulligan Gordon, Kathleen Miller Green, Sandra Morris, Ted Maloney, Dana McMurray, and Tamara Kittleson-Aldred (1992)

*Format:* Print

*Length:* 338 pp.

*Description:* This is a resource for providing an enriching environment and developmentally appropriate experience in child care and preschool settings.

*Audience:* ECSE teachers and aides, child care providers, and child care resource and referral specialists

*Cost:* $59.00

*To obtain:*

> Communication Skill Builders
> 3830 East Bellevue
> PO Box 42050-BCS
> Tucson, AZ 85733
> Phone: (800) 866-4446
> Fax: (602) 325-0306

## ■ ■ Integrated Therapies: Making Classrooms Available to ALL Children

*Developed by:* Transitioning Young Culturally Diverse Children With Disabilities (1997)

*Format:* Video

*Length:* 10 min.

*Description:* This videotape provides examples of the integrated therapy model. Discussion centers on using this model in classrooms to minimize the impact of a child's disability on his or her access and participation in age-appropriate activities and routines. The video also describes how collaborative teams can work together for the success and functional independence of all children. Accompanied by a training guide.

*Audience:* ECSE teachers and specialized service providers

*Cost:* $45.00 per unit plus 15% shipping and handling

*To obtain:*

> AGH Associates, Inc.
> PO Box 130
> Hampton, NH 03843
> Phone: (603) 926-1316
> Fax: (603) 926-3689
> URL: http://www.schoolhousedoor.com

## ■ ■ It's a Big Step: A Guide for Transition

*Developed by:* Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; Sharon Rosenkoetter (Ed.) (1995)

*Format:* Print

*Length:* 20 pp.

*Description:* This booklet provides information, strategies, and motivation to smooth transitions for all children to inclusive services at age 5.

*Audience:* All service providers — prekindergarten and primary levels, administrators, and community planners

*Cost:* $3.50 plus $.21 tax; free to Kansas residents

*To obtain:*

> Bridging Early Services Transition
>   Project — Outreach
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754, ext. 111
> Fax: (316) 241-5153

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## ■ ■ It's Really No Different: Conversations With Caregivers

*Developed by:* Successful Integration of Infants and Toddlers with Disabilities Through Multidisciplinary Training (1993)

*Format:* Video

*Length:* 17 min.

*Description:* This videotape features caregivers who have been through the process of including all children. They discuss their experiences both in centers and in their homes. They speak to their initial fears, their difficult times, and their successes in opening their classrooms and homes to all children.

*Audience:* ECSE teachers, child care providers, administrators, trainers, and other community service providers

*Cost:* $65.00 plus 10% shipping and handling

*To obtain:*

> AGH Associates, Inc.
> PO Box 130
> Hampton, NH 03843
> Phone: (603) 926-1316
> Fax: (603) 926-3689
> URL: http://www.schoolhousedoor.com

## ■ ■ Kids Included Through Technology are Enriched: A Guidebook for Teachers of Young Children

*Developed by:* Project KITE; Brenda Carlson and Karen Samels (1997)

*Format:* Print

*Length:* 60 pp. Plus extensive appendices

*Description:* This 128-page, illustrated handbook provides the rationale for using assistive technology to include young children with special needs in the classroom. It guides parents and professionals toward practical strategies for integrating computers, communication aids, and other devices to help children with disabilities at school and at home.

*Audience:* ECSE teachers, trainers, specialized service providers, and regular education early childhood teachers

*Cost:* $15.00 each or $12.50 each for more than 10

*To obtain:*

> PACER Center
> 4826 Chicago Avenue South
> Minneapolis, MN 55417
> Phone: (612) 827-2966
> Fax: (612) 827-3065

## ■ ■ The Learning Together Series

*Developed by:* Missouri-TIKES; Robert Busch, Shirley Patterson, and Ronald Gillam (1993)

*Format:* Print and Video

*Length:* Varied (see description)

*Description:* This media package provides child care personnel with information about child development with an emphasis on adapting and modifying environments for preschool children with disabilities. The package has four series, each containing print materials and videos. One is 36 pp with a 62-minute video; Two is 24 pp long with a 50-minute video; Three is 24 pp. with a 46-minute video; and Four is 24 pp. long with a 39-minute video.

*Audience:* ECSE teachers, child care providers, trainers, specialized service providers, community service providers, and families

*Cost:* Each of the four series can be purchased for $198.00 or rented for $50.00

*To obtain:*

> Learner Managed Designs, Inc.
> PO Box 747
> Lawrence, KS 66044
> Phone: (913) 842-9088 or (800) 467-1644
> Fax: (913) 842-6881
> URL: http://www.lmdusa.com/

## ■ ■ Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking

*Developed by:* Together We're Better; T. Vandercook, L. Medwetz, J. Montie, P. Taylor, and K. Scaletta (1997)

*Format:* Print

*Length:* 271 pp.

*Description:* Developed for grades K-5 to increase student understanding and appreciation of different perspectives, leading to respect for diversity and support for truly inclusive school communities. The 24 lessons are clustered in four units, and the lesson topics include: I Have Feeling and My Understanding of the Situation. This is designed for classrooms for students with students with and without disabilities.

*Audience:* ECSE teachers

*Cost:* $25.00

*To obtain:*

> Institute on Community Integration
> 109 Pattee Hall
> 150 Pillsbury Drive SE
> Minneapolis, MN 55455
> Phone: (612) 624-4512
> Fax: (612) 624-9344

## ■ ■ Let's Eat: Managing Mealtime

*Developed by:* Child Care plus+; Sarah Mulligan (1995)

*Format:* Booklet

*Length:* 12 pp.

*Description:* This booklet presents information on adaptive equipment and strategies for meeting special feeding needs of young children in early childhood programs. Discussion focuses on using natural teaching opportunities to facilitate communication, develop self-help skills, and encourage social interaction during a relaxed family-style mealtime.

*Audience:* ECSE teachers, child care providers, and child care resources and referral specialists

*Cost:* $3.00

*To obtain:*

> Child Care plus+
> Rural Institute on Disabilities
> The University of Montana
> 52 North Corbin Hall
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

## ■ ■ Mariah's Story: Case Study of Transition

*Developed by:* Bridging Early Services Transition Project-Outreach (1996)

*Format:* Video

*Length:* 11 min.

*Description:* This video shows the steps in transitioning Mariah, a little girl with Down syndrome, from early intervention to a community preschool. It is supported with extensive print and training exercises.

*Audience:* ECSE teachers, day care providers, families, policymakers, administrators, trainers, and other community service providers

*Cost:* $30.00 plus $1.77 tax

*To obtain:*

> Bridging Early Services Transition Project
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754
> Fax: (316) 241-5153

## ■ ■ Mini-Workshop Modules for Training Early Childhood Staff

*Developed by:* Project Coach Outreach (1992; revised edition May 1998)

*Format:* Print

*Length:* Varied (see description)

*Description:* These 1- to 2-hour workshop modules address such content areas as Supporting Positive Behavior, Promoting Language, Introduction to Assessments, Understanding Seizure Disorders, Overview of Spina Bifida, and understanding Cerebral Palsy. Manuals average seven pages in length, not including handouts and overheads.

*Audience:* Child care providers, early childhood educators, and trainers

*Cost:* $5.00 each; quantity discounts available

*To obtain:*

> Attention: Becky McPhail
> Project Coach Outreach
> Institute for Disability Studies
> Box 5163
> Hattiesburg, MS 39406-5163
> Phone: (601) 266-5163 or 800-467-4488
> Fax: (601) 266-5114

## ■ ■ Module for Inservice Training — Inclusive Services (Module #6 — a component of Multicultural Team Training) (Final edition, June 1998)

*Developed by:* Multicultural Early Childhood Team Training (now in Outreach)

*Format:* Print

*Length:* 22 pp. (one module in a 12-module series)

*Description:* This module focuses providing services to young children with disabilities in settings with young children who do not have disabilities. These settings include homes, integrated preschools, and other community settings. Participants will explore parent-professional collaborative approaches for planning and will address dimensions of culture that may affect planning for services in natural or least restrictive environments.

*Audience:* ECSE teachers, families, administrators, trainers, community service providers

*Cost:* To be determined

*To obtain:*

> Kyppee White Evans, Project Coordinator
> Center for Human Disabilities
> George Mason University
> 4400 University Drive
> Fairfax, VA 22030-4444
> Phone: (703) 993-3670
> Fax: (703) 993-3681

■ ■ **Navigating New Pathways: Effective Meetings**

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1995)

*Format:* Video

*Length:* 19 min.

*Description:* This video presents a model for planning and conducting effective, productive meetings. Examples and a group model are presented to demonstrate the techniques promoted in the video.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

*Cost:* $55.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■ **Navigating New Pathways: Effective Meetings Workbook**

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson, Cari McMurray, and Jeffrey Moyer (1995)

*Format:* Print

*Length:* 62 pp.

*Description:* This workbook is designed to accompany the *Effective Meetings* video (above). It is designed to help readers modify their meetings into a more efficient and user-friendly format so that all members feel productive and a part of the team. The workbook's contents and exercises can be used by both individuals and groups.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

*Cost:* $30.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■ **Navigating New Pathways: Flow Diagramming**

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1996)

*Format:* Video

*Length:* 15 min.

*Description:* This video is a sequel to the *Navigating New Pathways: Obstacles to Collaboration* video (see page 20). It demonstrates flow diagramming — a powerful tool for visually representing organizational processes — as a visual method for identifying problem areas in service delivery and for increasing collaboration.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

*Cost:* $55.00

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■ **Navigating New Pathways: Flow Diagramming Workbook**

*Developed by:* Inclusion Through Transdisciplinary Teaming; Philip Olson and Jeffrey Moyer (1996)

*Format:* Print

*Length:* 25 pp.

*Description:* This workbook is designed to accompany the *Flow Diagramming* video above. It teaches teams about the flow diagramming process in more detail and provides teams with an opportunity to practice flow diagramming techniques.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers.

*Cost:* $30.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■     Navigating New Pathways: Obstacles to Collaboration

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1996)

*Format:* Video

*Length:* 15 min.

*Description:* This video illustrates the obstacles two agencies face as they collaborate to provide services for children. It helps groups identify concerns.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

*Cost:* $55.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■     On Track: A Comprehensive System for Early Childhood Intervention

*Developed by:* Montana Early Intervention Outreach Project; Shelley Neilson, Jean Guidry, Elizabeth Keeley, Rhonda Alt Honzel, and Rick van den Pol (1994)

*Format:* Print

*Length:* 426 pp., 3-ring binder

*Description:* This curriculum and assessment system is designed to identify and teach the skills young children need to succeed in inclusive kindergartens, and to encourage family involvement. The system provides assessment of skills and corresponding teaching records in six developmental domains. All components are adaptable to individual child needs, teaching styles, and settings. The program offers an easy-to-monitor accountability system for program planning and evaluation.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, specialized service providers, and families

*Cost:* $47.50 plus 10% shipping and handling

*To obtain:*

> Sopris West
> 4093 Speciality Place
> Longmont, CO 80504
> Phone: (800) 547-6747
> Fax: (303) 776-5934
> E-mail: annem@sopriswest.com
> URL: http://www.sopriswest.com/

■ ■     Overcoming Roadblocks to Team Development

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1994)

*Format:* Video

*Length:* 13 min.

*Description:* This video is a sequel to the video, *Stages of Group Development* (see page 25). It helps groups recognize roadblocks to team development and reviews strategies for overcoming these roadblocks. This video will assist all types of teams in learning solutions to common teaming problems.

*Audience:* ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

*Cost:* $55.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■     Planning for Successful Inclusion

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson, Philips Olson, Cari McMurray, Steve Jenkins, and Marty Denham (1995)

*Format:* Print

*Length:* 230 pp.

*Description:* This instrument helps programs produce change, facilitates the self-evaluation process, and focuses on strategic planning and continuous improvement. Phase One helps programs find creative solutions for promoting inclusive services. Phase Two features a step-by-step guide to identifying objectives and recognizing gaps in the delivery of quality services. Phase Three is a reference directory of tools to assist in planning and evaluating goals.

*Audience:* ECSE teachers, day care providers, and administrators

*Cost:* $100.00 (shipping included in price)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

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## ■ ■ Play Time/Social Time

*Developed by:* Samuel Odom and Scott McConnell (1997)

*Format:* Print

*Length:* 190 pp.

*Description:* A curriculum developed to teach children with and without disabilities social interaction skills and positive patterns of social behavior using children's natural inclinations to play. The manual includes methods for selecting target children, selecting peers, social skills lessons, structured play activities, procedures for prompting, and procedures for fading prompts.

*Audience:* ECSE teachers, day care providers, and administrators

*Cost:* $25.00 (MN add 6.5% sales tax)

*To obtain:*

> Institute on Community Integration
> University of Minnesota
> 109 Pattee Hall, 150 Pillsbury Drive SE
> Minneapolis, MN 55455
> Phone: (612) 624-4512
> Fax: (612) 624-9344

## ■ ■ Portage Classroom Curriculum

*Developed by:* The Portage Project (1987)

*Format:* Print

*Length:* Varied (see description)

*Description:* This curriculum assists the teacher in individualizing the curriculum for all children within the classroom. This multi-level teaching system is designed for children from 2 to 6 years of age, including children with mild to moderate disabilities. The curriculum includes instructional units and family letters (438 pp.), a checklist (45 pp.), an administrative manual (79 pp.), and an individual profile (12 pp.). One kit serves up to 21 children.

*Audience:* ECSE teachers including Head Start

*Cost:* $66.00 plus 10% shipping and handling in U.S.

*To obtain:*

> Portage Project Materials
> CESA 5
> PO Box 564
> Portage, WI 53901
> Phone: (608) 742-8811, ext. 264
> Fax: (608) 742-2384

## ■ ■ Professional Development for All Personnel in Inclusive Schools

*Developed by:* Consortium on Inclusive Schooling Practices (CISP); Gail McGregor, Ann Halvorsen, Douglas Fisher, Ian Pumpian, Bob Bhaerman, and Christine Salisbury (November 1998)

*Format:* Print and On-line

*Length:* 11 pp.

*Description:* User friendly description of professional development as it relates to inclusion

*Audience:* policymakers and administrators

*Cost:* Free download or print copy

*To obtain:*

> Consortium on Inclusive Schooling
> Practices Web site
> http://www.pgh.auhs.edu/cfsp/brochure/
> abtcons.htm
> Phone: (412) 359-1600
> Fax: (412) 359-1601

## ■ ■ Project ECLIPSE: Strategies for Classroom-Based Communication Training

*Developed by:* Project ECLIPSE (1993)

*Format:* Print and Video

*Length:* Print, Approx. 60 pp.; Video 18 min.

*Description:* These training materials describe a set of strategies for classroom-based language training that facilitate the communicative independence of young children with disabilities. These materials have three components: building a social-communicative context, classroom ecology, and direct assistance strategies.

*Audience:* ECSE teachers, child care providers, trainers, specialized service providers, and families

*Cost:* Approximately $15.00 (Please contact project for order information.)

*To obtain:*

> Ilene Schwartz or Bonnie McBride
> Project ECLIPSE
> Box 357925
> University of Washington
> Seattle, WA 98195
> Phone: (206) 543-4011

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## ■ ■ Project Relationship: Creating and Sustaining a Nurturing Community

*Developed by:* Delivering Special Education Services in Children's Centers, Los Angeles Unified School District, Division of Special Education, Infant and Preschool Programs

*Format:* Print and Video

*Length:* Print, 60 pp.; Video 40 min.

*Description:* Set in publicly funded child care centers, the manual and video illustrate a framework for relationship-based problem solving which can be used to: (a) improve communication among staff; (b) enhance classroom success for young children with diverse special needs and challenging behavior; and (c) enrich program practices for children, families, and staff.

*Audience:* ECSE teachers, day care providers, administrators, and trainers

*Cost:* To be determined

*To obtain:*

> Carol Cole
> Infant and Preschool Programs
> Division of Special Education
> Los Angeles Unified School District
> 936 Yale Street
> Los Angeles, CA 90012
> Phone: (213) 229-4713
> Fax: (213) 628-9759

## ■ ■ Project SLIDE: An Instructional Model

*Developed by:* Juniper Gardens Children's Project, University of Kansas .

*Format:* Video

*Length:* 15 min.

*Description:* This video focuses on the transition and integration of young children with and without disabilities into kindergarten and first grade classrooms. It provides an overview of examples and strategies for teaching independence, classroom transitions, and active responding in group situations.

*Audience:* ECSE teachers, early elementary classroom teachers, child care providers, administrators, trainers, and other school personnel

*Cost:* $10.00

*To obtain:*

> Juniper Gardens Children's Project
> 650 Minnesota, 2nd floor
> Kansas City, KS 66101
> Phone: (913) 321-3143
> Fax: (913) 371-8522
> E-mail: carta@kuhub.cc.ukans.edu
> URL: http://www.Isi.ukans.edu/jg/slide.htm

## ■ ■ Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments (3rd Edition)

*Developed by:* Juniper Gardens Children's Project, University of Kansas

*Format:* Print

*Length:* 124 pp.

*Description:* This manual provides instructions for implementing assessment, classroom intervention, and parent involvement strategies to transition young children with and without special learning needs into preschool, kindergarten, and first grade (teaching independence, classroom transitions, active responding in group situations, and self-assessment).

*Audience:* ECSE teachers, early elementary classroom teachers, child care providers, administrators, trainers, and other school personnel

*Cost:* $14.00

*To obtain:*

> Juniper Gardens Children's Project
> 650 Minnesota, 2nd floor
> Kansas City, KS 66101
> Phone: (913) 321-3143
> Fax: (913) 371-8522
> E-mail: carta@kuhub.cc.ukans.edu
> URL: http://www.isi.ukans.edu/jg/slide.htm

## ■ ■ Project SLIDE: Teaching Classroom Transition Skills

*Developed by:* Juniper Gardens Children's Project, University of Kansas (1997)

*Format:* Video

*Length:* 10 min.

*Description:* This video, which is a part of the Project SLIDE program, describes intervention strategies that help teachers develop classroom transition routines. These strategies can help children to be more independent and decrease the time it takes to transition.

*Audience:* ECSE teachers, day care providers, administrators, trainers, early elementary classroom teachers, and other school personnel.

*Cost:* $10.00 includes shipping

To obtain:

> Juniper Gardens Children's Project
> 650 Minnesota, 2nd floor
> Kansas City, KS 66101
> Phone: (913) 321-3143
> Fax: (913) 371-8522
> E-mail: carta@kuhub.cc.ukans.edu
> URL: http://www.Isi.ukans.edu/jg/slide.htm

■ ■  **Quality Inclusion Training Counts: Interagency Theory and Practice Strategies for Effective Inclusion Training**

*Developed by:* Child Care plus+ (1999)

*Format:* Print

*Length:* 30 pp.

*Description:* This document supports early childhood trainers in their efforts to develop knowledge, positive attitudes, and skills related to inclusion. Lifelong learning strategies and adult learning theory are examined as critical pieces.

*Audience:* Policy makers, administrators, trainers, and child care resource and referral agencies.

*Cost:* $10.00

*To obtain:*

> Child Care plus+
> Montana University Affiliated Rural
>    Institute on Disabilities
> 52 North Corbin Hall
> The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

■ ■  **QuickNotes**

*Developed by:* Partnerships for Inclusion (1998)

*Format:* Print

*Length:* 10 notebooks

*Description:* QuickNotes is a 10-module set of bilingual information sheets in a portable crate. It was developed in response to two general needs of early childhood and early intervention consultants: (1) to be able to answer simple questions about early childhood inclusion and (2) to provide quick, written resources on topics related to quality child care.

Modules are organized by topic in 1/2" 3-ring notebooks. Each notebook has a color coded cover and spine and includes a table of contents for that module, subtopics broken out with brief information sheets in both English and Spanish, and a resource list of print materials, state organizations, and related Web sites.

*Audience:* ECSE teachers, day care providers, families, trainers, and consultants.

*Cost:* Set of volumes I-IX $175.95. Call for single volume prices.

*To obtain:*

> Kaplan Press (Jana Brown Smith)
> 1310 Lewisville-Clemmons Road
> Lewisville, NC 27023
> Phone: (800) 334-2014, ext. 6294
> E-mail: jsmith@kaplanco.com

■ ■  **Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs**

*Developed by:* Early Integration Training Project; Leah Holden, Maria Kaiser, Dennis Sykes, and Rhonda Tyree (1993)

*Format:* Print

*Length:* 132 pp.

*Description:* This technical assistance guide was developed following work with parents and child care professionals throughout the state of Ohio. It contains ideas and strategies for providing inclusive, family-centered programs for children with disabilities, ages birth through 8 years.

*Audience:* ECSE teachers, child care providers, administrators, trainers, specialized service providers, and families

*Cost:* $13.20. Quantity discounts are available. Make checks payable to NCHRTM.

*To obtain:*

> NCHRTM, Oklahoma State University
> 5202 North Richmond Hill Drive, Suite A
> Stillwater, OK 74078-4080
> Phone: (800) 223-5219
> Fax: (405) 624-0695
> URL: http://www.nchrtm.okstate.edu/

■ ■  **Reflective Practices: Creating Capacities for School Improvement**

*Developed by:* Creating Capacities Within; J. Montie, J. York-Barr, and R. Kronberg (1998)

*Format:* Print

*Length:* 110 pp.

*Description:* This guide provides information and support for K-12 educators who desire to create school communities in which reflective practice is used to support teaching that effectively reaches all students. The guide includes an overview of reflective practice initiatives; a synthesis of educationally-related literature on reflective practice; profiles of school communities engaged in reflective practice; and strategies for using reflective practice in educational settings.

*Audience:* ECSE teachers and administrators

*Cost:* $15.00

*To obtain:*

> Publications Office
> Institute on Community Integration
> 109 Pattee Hall
> 150 Pillsbury Drive SE
> Minneapolis, MN 55455
> Phone: (612) 624-4512
> Fax: (612) 624-9344

## ■ ■ Resource Guide: Selected Early Childhood/Early Intervention Training Materials

*Developed by:* SIFT, SIFT-OUT, SCRIPT, Newscripts; Camille Catlett and Pam Winton (7th ed., 1998)

*Format:* Print and on-line as a PDF file

Length: 1500 pp., PDF file size is 845K

*Description:* This annotated bibliography will help faculty, administrators, practitioners and families find materials to assist with their personnel development. Descriptions are provided for high-quality, low-cost, readily available items. Resources are organized by content areas including inclusion, family-professional collaboration, and others.

*Audience:* ECSE teachers, day care providers, families, policy makers, administrators, trainers, specialized service and health care providers, and others.

*Cost:* $10.00 (includes postage and handling)

*To obtain:*

> Frank Porter Graham Child
>  Development Center, Publications Office
> University of North Carolina, CB # 8185
> Chapel Hill, NC 27599-8185
> Phone: (919) 966-4221
> Fax: (919) 966-0862
> URL: http://www.fpg.unc.edu/
>  Publications/Rguide/rguide.pdf

## ■ ■ Rethinking Pull-Out Services in Early Intervention: A Professional Resource

*Developed by:* R. A. McWilliam (Editor) (1996)

*Format:* Print

*Length:* 384 pp.

*Description:* This cross-disciplinary volume provides help relevant to a wide range of disciplines. Written by professionals from the fields of speech-language pathology, physical therapy, occupational therapy, and other chapters help make integrated services work in particular practices and settings. It provides help with time management issues, consultation questions, and others.

*Audience:* ECSE teachers, families, policymakers, administrators, trainers, and specialized service providers

*Cost:* $43.00

*To obtain:*

> Paul H. Brooks Company
> PO Box 10642
> Baltimore, MD 21285-0642
> Phone: (800) 638-3775
> Fax: (410) 337-8539

## ■ ■ Shining Bright: Head Start Inclusion

*Developed by:* David Lindeman and T. Adams (1995)

*Format:* Video and Training Manual

*Length:* 23 min.

*Description:* This video presents the experiences of a Head Start program's and local education agency's collaborative effort to include children with severe disabilities in a Head Start program. Issues addressed include support for children with severe health impairments, benefits of participating in Head Start, ability of teachers with a regular education background to effectively serve children with severe disabilities, and staff relations.

*Audience:* ECSE teachers, families, administrators, trainers, community service providers, Head Start programs, and state agencies

*Cost:* $40.00

*To obtain:*

> Paul H. Brookes Publishing Company
> PO Box 10624
> Baltimore, MD 21285-0624
> Phone: (800) 638-3775 or (410) 337-8539
> E-mail: custserv@pbrookes.com

## ■ ■ SPARK: Promoting Skills Through Arts, Reading, and Knowledge

*Developed by:* SPARK Outreach Project; Susan Fowler and Beverly Lewman

*Format:* Print

*Length:* 25 units

*Description:* This creative arts curriculum for preschool children is one component of the SPARK Model and is literacy based and culturally sensitive. It consists of 25 weekly units based on children's stories drawn from many cultures. Teachers promote children's individual and general goals through story reading and creative arts activities.

*Audience:* ECSE teachers, day care providers, administrators, and trainers

*Cost:* One sample unit available at $4.00 (25 pp.)

*To obtain:*

> Beverly Lewman
> 88 Children's Research Center
> 51 Gerty Drive
> Champaign, IL 61820
> Phone: (217) 333-0689
> Fax: (217) 244-7732
> E-mail: b.lewman@uiuc.edu
> URL: http://www.ed.uiuc.edu/sped/spark/

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■ ■ **Special Training for Special Needs: A Competency-Based Training Program for Personnel Working With Young Children Who Have Special Needs**

*Developed by:* The Portage Project (1996)

*Format:* Print

*Length:* 801 pp.

*Description:* This is a set of six competency-based training modules designed to provide child care providers with the necessary knowledge, skills, and attitudes to successfully provide services to pre-school children with special needs.

*Audience:* Head Start, prekindergarten, and pre-school teachers

*Cost:* $60.00 plus 10% shipping and handling in U.S.

*To obtain:*

> Portage Project Materials
> CESA 5
> PO Box 564
> Portage, WI 53901
> Phone: (608) 742-8811, ext. 264

■ ■ **SpecialCare Curriculum and Trainer's Manual: A Resource for Training Child Caregivers**

*Developed by:* SpecialCare Outreach Project (1993)

*Format:* Print and Video

*Length:* 310 pp.; Videos vary (3 to 27 min.)

*Description:* This 6-unit trainer's curriculum is a resource for training child caregivers to care for children with disabilities in inclusive settings. The curriculum includes trainer's notes, videotapes, suggested trainer's aids such as flip charts and overheads, handouts for participants, and a list of additional resources.

*Audience:* Trainers

*Cost:* $225.00 actual first class mail shipping costs apply (please estimate $10.00)

*To obtain:*

> Child Development Resources
> PO Box 280
> Norge, VA 23127-0280
> Phone: (757) 566-3300
> Fax: (757) 566-8977
> E-mail: resources@gc.net

■ ■ **Stages of Group Development**

*Developed by:* Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1994)

*Format:* Video

*Length:* 32 min.

*Description:* This video helps groups recognize the stages of development — forming, norming, storming, and performing — and it demonstrates effective teaming at each stage. It is an excellent training tool at the introductory stages of developing teams and is appropriate for all ages and settings.

*Audience:* ECSE teachers, day care providers, families, administrators, specialized service providers, health care providers, and other community service providers

*Cost:* $55.00 (shipping included)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■ **Step Ahead at Age 3: A Guide for Families**

*Developed by:* Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; P. Smith, S. Rosenkoetter, and C. Streufert (Eds.) (1995)

*Format:* Print (English and Spanish)

*Length:* 16 pp.

*Description:* This booklet provides information, strategies, and motivational stories to support families of toddlers with disabilities who will transition from early intervention. It encourages consideration of community-based options. [*Note:* A variation of this guide, compiled by the Wisconsin BEST Planning Committee in 1995, is available free in Wisconsin from the Wisconsin Birth to Three Program, (608) 266-8276.]

*Audience:* Families and service providers

*Cost:* $3.50 plus $.21 tax; free to Kansas residents

*To obtain:*

> Bridging Early Services Transition Project
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754, ext. 111
> Fax: (316) 241-5153

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■ ■    The Steps to Creating a Better IFSP

*Developed by:* The Community Inclusion Project (1996)

*Format:* Print

*Length:* 202 pp.

*Description:* This resource describes a step-by-step process to develop an IFSP. The steps include ecological assessments, routine-based outcomes, use of adaptations, and ongoing evaluation. An example of a child and family is used to illustrate the process, as are learning activities that are embedded within each chapter.

*Audience:* ECSE teachers, day care providers, families, policy makers, administrators, trainers, and other community service provides.

*Cost:* $25.00

*To obtain:*

>   Division of Child and Family Studies
>   University of Connecticut Health Center
>   263 Farmington Avenue
>   Dowling North-MC 6222
>   Farmington, CT 06030
>   Phone: (860) 679- 4632
>   Fax: (860) 679-1368

■ ■    Supporting A Comprehensive Technology System: Roles of an On-Site Technology Team

*Developed by:* Macomb Projects (1998)

*Format:* Video

*Length:* 30 minutes

*Description:* This video highlights the importance of the variety of tasks accomplished by an on-site technology team, including conducting technology assessment, training teachers and families, trouble-shooting technical problems, and helping teachers integrate technology activities into the curriculum. Teachers, parents, and team members discuss the benefits of a comprehensive technology system.

*Audience:* Administrators

*Cost:* $55.00 (includes shipping)

*To obtain:*

>   Macomb Projects
>   27 Horrabin Hall
>   Western Illinois University
>   Macomb, IL  61455
>   Phone:  (309) 298-1634
>   Fax:  (309) 298-2305

■ ■    Supporting Children With Disabilities in Early Childhood Programs (print)

*Developed by:* TRIP Outreach (1996)

*Format:* Print

*Length:* 113 pp. plus appendices

*Description:* Presents proven practices in ECSE with particular emphasis on inclusive service models. The authors describe the Teaching Research Integrated Preschool Model. The nine chapters include an overview of integrated preschool models, assessment and IFSP planning, activity-based instruction, monitoring the child's progress, indi-vidualizing instruction, enhancing social interac-tions, training, parent involvement, and the role of related service providers.

*Audience:* ECSE teachers, child care providers, administrators, trainers, and families

*Cost:* $20.00

*To obtain:*

>   Teaching Research Early Childhood
>       Productions; Attn: Tom Udell
>   345 North Monmouth Avenue
>   Monmouth, OR  97361
>   Phone:  (503) 838-8792

■ ■    Supporting Children With Disabilities in Early Childhood Programs (video)

*Developed by:* TRIP Outreach (1996)

*Format:* Video

*Length:* 18 min.

*Description:* This video features a community preschool that includes children with disabilities. Viewers will see the day-to-day interactions that occur among the children and will gain insights from interviews with staff and parents. This video is useful to share with administrators, parents, teachers, and other professionals working in early childhood and early intervention programs to increase aware-ness and understanding of the benefits of inclusion.

*Audience:* ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, and families

*Cost:* $25.00

*To obtain:*

>   Teaching Research Early Childhood Video
>       Productions; Attn: Tom Udell
>   345 North Monmouth Avenue
>   Monmouth, OR  97361
>   Phone:  (503) 838-8792

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■ ■    A Teacher's Guide to Implementing the
Self-Determined Learning Model of Instruction:
Early Elementary Version.

*Developed by:* The Self-Determined Learning
Model for Early Elementary-Age Students; Susan
Palmer and Michael Wehmeyer (in press, July 1999)

*Format:* Print

*Length:* 80 pp.

*Description:* This guide explains a model of teach-
ing which promotes student-directed learning and
self-determination. Students use guided questions
for goal-setting and problem-solving with the help of
their teachers. Educational supports for the model
include choice- and decision-making, problem-
solving, goal setting, and self-management.

Audience: Teachers in early elementary grades

*Cost:* $15.00/copy includes shipping

*To obtain:*

> The Bill Sackter Center
> on Self-Determination
> The Arc of the United States
> 500 East Border Street, Suite 300
> Arlington, TX 76010
> Phone: (817) 261-6003
> Fax: (817) 277-3491

■ ■    Teaming: The Key to Collaboration
Workbook

*Developed by:* Inclusion Through Transdisciplinary
Teaming; Jennifer Olson and Cari Lee Murphy
(1994)

*Format:* Print

*Length:* 83 pp.

*Description:* This workbook is designed to accom-
pany the videos *Stages of Group Development* (see
page 25) and *Overcoming Roadblocks to Team
Development* (see page 21). It provides exercises for
team-building skills, instructs teams in interpersonal
skills, and communication.

*Audience:* ECSE teachers, day care providers,
administrators, specialized service providers, and
health care providers

*Cost:* $30.00 (includes shipping)

*To obtain:*

> Jennifer Olson
> University of Idaho, CDHD
> 129 West Third
> Moscow, ID 83843
> Phone: (208) 885-3588
> Fax: (208) 885-3628
> E-mail: jenn@vidaho.edu

■ ■    TEEM: A Manual to Support the
Transition of Young Children With Special
Needs and Their Families From Preschool Into
Kindergarten and Other Regular Education
Environments

*Developed by:* National TEEM Outreach (1991)

*Format:* Print

*Length:* 36 pp. plus appendices

*Description:* This manual describes a process that
enables families and professionals to develop
procedures for systematic transition planning and to
implement best practices in planning transitions.

*Audience:* Families, ECSE/EC teachers, Head Start
and child care providers, policymakers, administra-
tors, trainers, specialized service providers, health
care providers, other community service providers,
and public school personnel

*Cost:* $15.00; free to family members

*To obtain:*

> Center on Disability and Community
> Inclusion
> University Affiliated Program of Vermont
> 499C Waterman Building
> Burlington, VT 05405-1060
> Phone: (802) 656-4031
> Fax: (802) 656-1357
> E-mail: cbattles@zoo.uvm.edu
> URL: http://www.uvm.edu/ ~uapvt/
> earlyed/teem.html

■ ■    TIME (Training in a Manila Envelope):
A Guide to Developing a Self-Study Course

*Developed by:* Child Care plus+ (1998)

*Format:* Print

*Length:* 31 pp.

*Description:* A step-by-step guide to developing a
learner-centered self-study course for early child-
hood professionals on inclusion. Presents the
methods developed during the 30-week inservice
training course. It is intended as a guide for replica-
tion.

*Audience:* Administrators, trainers, and child care
resource and referral agencies

*Cost:* $10.00

*To obtain:*

> Child Care plus+
> Montana University Affiliated
> Rural Institute on Disabilities
> 52 North Corbin Hall
> The University of Montana
> Missoula, MT 59812
> Phone: (800) 235-4122 or (406) 243-6355
> Fax: (406) 243-4730

■ ■ **Training for Inclusion: A Guide for the Childcare Provider**

*Developed by:* Child Care Inservice Training Project (1994)

*Format:* Print

*Length:* 283 pp.

*Description:* Topics in this 7-module workbook are inclusion and the ADA, building partnerships with families, identifying young children with special needs, IFSPs and IEPs, collaboration, implementing interventions through the daily routine, and the inclusive early childhood program

*Audience:* ECSE teachers, day care providers, trainers, health care providers, and other community service providers

*Cost:* $25.00

*To obtain:*

> Division of Child and Family Studies
> University of Connecticut Health Center
> Dowling North-MC 6222
> 263 Farmington Avenue
> Farmington, CT 06030
> Phone: (860) 679- 4632
> Fax: (860) 679-1368

■ ■ **Transition: A Time for Growth**

*Developed by:* Bridging Early Services Transition Project-Outreach (1996)

*Format:* Video (English and Spanish)

*Length:* 12 min.

*Description:* This is a sensitive video to inform families of children with disabilities and inspire them to participate actively in their young child's transition at age 3. It is told through the words of three families.

*Audience:* Families.

*Cost:* $30.00 plus $1.77 tax

*To obtain:*

> Bridging Early Services Transition Project
> 210 South Main Street
> McPherson, KS 67460
> Phone: (316) 241-7754, ext. 111
> Fax: (316) 241-5153

■ ■ **Weaving Tapestries of Inclusion: Seven Threads to Strengthen School Membership**

*Developed by:* T. Vandercook (1999)

*Format:* Print

*Length:* 20 pp.

Description: This booklet describes lessons learned through multi-year research project that partnered university, school district, and state education personnel, as well as families, to find ways to weave tapestry in context of general education reform efforts. It explores seven threads of inclusion: Contribution, Commitment, Complexity, Circle of Influence, Communication, Courage-Consideration, and Collaboration. The booklet provides a framework and direction for educators seeking to create inclusive school communities in which all students experience belonging.

*Audience:* ECSE teachers and administrators

*Cost:* not available yet

*To obtain:*
> Publications Office
> Institute on Community Integration
> 109 Pattee Hall
> 150 Pillsbury Drive SE
> Minneapolis, MN 55455
> Phone: (612) 624-4512
> Fax: (612) 624-9344

■ ■ **What Is Inclusion in Child Care?**

*Developed by:* Child Care plus+ (1996)

*Format:* Print

*Length:* 2 pp.

*Description:* This fact sheet provides answers to common, basic questions related to the inclusion of children with disabilities in early childhood programs.

*Audience:* ECSE teachers, child care providers, child care resource and referral specialists, and families

*Cost:* first copy free, $ .25 each additional copy

*To obtain:*

> Child Care plus+
> Rural Institute on Disabilities
> 52 Corbin Hall
> The University of Montana
> Missoula, MT 6355 or (800) 235-4122
> Phone: (406) 243-5467
> Fax: (406) 243-4730

## ■ ■ Young Children and Technology

*Developed by:* Brenda Carlson and Karen Samels
(1997)

*Format:* Video

*Length:* 14 minutes, closed-captioned

*Description:* This video for parents, early childhood
professionals, and others, shows how assistive
technology can benefit young children with disabili-
ties. Various devices are demonstrated at homes and
in preschool settings. The video also explains how
to select technology for special needs and include
assistive technology in the Individual Education Plan
(IEP) or the Individual Family Service Plan (IFSP).

*Audience:* ECSE teachers, families, trainers, and
specialized service providers

*Cost:* Purchase $35.00 and Rent $10.00

*To obtain:*

> PACER Center
> 4826 Chicago Avenue South
> Minneapolis, MN  55417-1098
> Phone:  (612) 827-2966
> TTY: (612) 827-7770
> (800)53PACER (toll-free in greater MN)
> Fax:  (612) 827-3065

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# Index of Resources Supporting Inclusion in Early Childhood by Project or Agency

The 113 resources described in this publication are indexed below by the name of the project or agency that developed them. Authors' and editors' names, where available, are cross-referenced to the appropriate project or agency.

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# Index of Resources Supporting Inclusion in Early Childhood by Project or Agency, *continued*

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# Resource Submission Form for
# Resources Supporting Inclusion in Early Childhood

**Person completing form:** _____ **Telephone:** _____

**Title:**_____

**Publication/Release Date:** _____

**Developed by** *(please specify project and author(s):*

**Format** ☐ Print ☐ Video ☐ Other *(please specify):*

**Length** *(please specify pages for print, minutes for video):*_____

**Description** *(50 word description of the content, applicability, and/or features of resource):*

**Intended Audience** *(check all that apply):* ☐ ECSE teachers ☐ day care provider ☐ families
☐ policymakers ☐ administrators ☐ trainers ☐ specialized service providers ☐ health care
providers ☐ other community service providers
☐ other *(list):* _____

**Content Is For** *(check all that apply):* ☐ training classroom curriculum ☐ policy/administration ☐ general

**Available From** *(please list publisher's/distributor's name, address, phone, and fax numbers):*

**Cost** *(please indicate if quantity discounts are available):*

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*Please copy this form for multiple submissions.*
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URL: http://www.nectas.unc.edu/

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