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.
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
Resources Supporting Inclusion in Early Childhood

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NECXTAS
National Early Childhood Technical Assistance System
Chapel Hill, North Carolina
The National Early Childhood Technical Assistance System (NECTAS) is a collaborative system, coordinated by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill with

Federation for Children with Special Needs
Georgetown University Child Development Center
Center on Disability Studies, University of Hawai'i at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE: National Center for Infants, Toddlers and Families

For more information about NECTAS, please contact the Coordinating Office at:
500 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514-3628
(919) 962-2001 (voice) * (919) 962-8300 (TDD)
(919) 966-7463 (fax)
E-mail: nectas@unc.edu * URL: http://www.nectas.unc.edu/

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May 1999

Editors: Joan Danaher and Shelley deFosset
Principal Investigator: Pascal Trohanis
OSEP Project Officer: Peggy Cvach
Publication Staff: Amy Ramirez
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>v</td>
</tr>
<tr>
<td>Guide to Early Childhood Project Materials</td>
<td></td>
</tr>
<tr>
<td>Supporting Inclusion</td>
<td>vii</td>
</tr>
<tr>
<td>Abstracts of Early Childhood Projects</td>
<td>1</td>
</tr>
<tr>
<td>Supporting Inclusion</td>
<td></td>
</tr>
<tr>
<td>Index of Resources Supporting Inclusion in Early Childhood by Project or Agency</td>
<td>31</td>
</tr>
<tr>
<td>Resource Submission Form</td>
<td>39</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Format</th>
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<th>Curricula &amp; Practices</th>
<th>Policy/Administration</th>
<th>General Information</th>
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<td>X</td>
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<th>Curricula &amp; Practices</th>
<th>Policy/Administration</th>
<th>General Information</th>
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<td>Child-Ready Checklist</td>
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<td>Developmental Ages for Skills Included on the Helpful Entry</td>
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<td>7</td>
<td>Developmental Rainbow: Early Childhood Developmental Profile</td>
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<td>Developmental Therapy—</td>
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<td>Developmental Teaching (3rd Ed.)</td>
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<td>Differentiated Teaching &amp;</td>
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<td>Learning in Heterogeneous Classrooms: Strategies for</td>
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<td></td>
<td>Meeting the Needs of All Students</td>
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<tr>
<td>8</td>
<td>Dimensions of Diversity: A</td>
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<td></td>
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<td>Guide for Training and Recruiting Child Care Providers, Vols. 1&amp;2</td>
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<td>8</td>
<td>Disability Awareness</td>
<td>X</td>
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<td>9</td>
<td>Early Intervention: Tailor Made</td>
<td>X</td>
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<td>Emergent Literacy Instruction Program Series</td>
<td>X</td>
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Continued
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<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Emerging Literacy and Technology: Working Together</td>
</tr>
<tr>
<td>9</td>
<td>Entering a New Preschool</td>
</tr>
<tr>
<td>10</td>
<td>Expanding the Accessibility of Toys</td>
</tr>
<tr>
<td>10</td>
<td>Facilitating Inclusion in Community Settings</td>
</tr>
<tr>
<td>10</td>
<td>A Family-Focused Approach</td>
</tr>
<tr>
<td>10</td>
<td>First Step to Success: Helping Young Children Overcome Antisocial Behavior</td>
</tr>
<tr>
<td>11</td>
<td>Foundations for Inclusion</td>
</tr>
<tr>
<td>11</td>
<td>Giving Our Children the Best</td>
</tr>
<tr>
<td>11</td>
<td>A Great Place to Be Me</td>
</tr>
<tr>
<td>12</td>
<td>A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vol. 1</td>
</tr>
<tr>
<td>12</td>
<td>A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vols. 1 &amp; 2</td>
</tr>
<tr>
<td>12</td>
<td>A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vols. 1 &amp; 2 (Chinese Translation)</td>
</tr>
<tr>
<td>12</td>
<td>A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vols. 1 &amp; 2 (Spanish Translation)</td>
</tr>
<tr>
<td>13</td>
<td>A Health and Safety Checklist for Early Childhood Programs</td>
</tr>
<tr>
<td>13</td>
<td>Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs</td>
</tr>
<tr>
<td>13</td>
<td>Helpful Entry Level Skills Checklist</td>
</tr>
</tbody>
</table>

Continued
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Print</th>
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<th>Curricula &amp; Practices</th>
<th>Policy/Administration</th>
<th>General Information</th>
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<td>13</td>
<td>Hospital to Home: A Guide for Transition Planners</td>
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<td>Inclusion Policies and Practices</td>
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Resources Supporting Inclusion in Early Childhood
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<th>Title</th>
<th>Format</th>
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<th>Curricula &amp; Practices</th>
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<th>General Information</th>
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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 strategies 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, illustrations, 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

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

Resources Supporting Inclusion in Early Childhood
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


Developed by: Best Practices in Integration Outreach Project, Indiana University; Susan Klein and Susan Kontos (1993)

Format: Print


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 framework, 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
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

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


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)


Format: Print

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: rosemeryjm@ctrvax.vanderbilt.edu

Resources Supporting Inclusion in Early Childhood
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
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: Oportunidades 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 independent 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

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**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 competencies 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

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**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 programs. 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

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**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 rationale 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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19

**Resources Supporting Inclusion in Early Childhood**
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

Description: This book contains four chapters addressing environmental arrangement, forging partnerships with families, managing behavior positively, and teaching through play. It is appropriate 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/Intervention 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 developmental 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 observation, 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
Description: This curriculum provides applications for adults concerned about the behavior and emotional 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:
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 differentiated 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


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 dimensions 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 information and activities to complete an hour-long workshop 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


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
Expanding the Accessibility of Toys

Developed by: Child Care plus+ (1997)
Format: Print
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
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/
- **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**
  
  *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:
  
  Teaching Research Early Childhood Video Productions; Attn: Tom Udell
  345 North Monmouth Avenue
  Monmouth, OR 97361
  Phone: (503) 838-8785
  Fax: (503) 838-8150

- **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:
  
  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

- **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

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, 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

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
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
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

Resources Supporting Inclusion in Early Childhood
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


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

Format: Print
Length: 106 pp.
Description: This compilation will help teachers modify components of their early childhood curriculum to accommodate young children with special needs with suggestions for play, curriculum planning, 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
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
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
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


Format: Print


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 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: Flow Diagramming Workbook

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

*Format:* Print

*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

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

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/

Planning for Successful Inclusion

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


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/cfspb/brochure/abcons.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
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


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

Format: Print
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:* $40.00

*To obtain:*

Paul H. Brookes 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/
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 childcare providers with the necessary knowledge, skills, and attitudes to successfully provide services to preschool children with special needs.

*Audience:* Head Start, prekindergarten, and preschool 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 childcare 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


*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
**The Steps to Creating a Better IFSP**

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

*Format:* Print


*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 providers.

*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

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**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, individualizing instruction, enhancing social interactions, 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

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**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 awareness 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

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 teaching 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


Description: This workbook is designed to accompany 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, administrators, 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


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

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

Resources Supporting Inclusion in Early Childhood
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

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

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

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 disabilities. 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
## 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.

<table>
<thead>
<tr>
<th>Access for All Outreach Project</th>
<th>Bridging Early Services Transition</th>
<th>T. Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Hearing, and Hearing Preschoolers</td>
<td>District Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shining Bright: Head Start Inclusion</td>
</tr>
<tr>
<td><strong>Access for All Outreach Project</strong></td>
<td><strong>Bridging Early Services Transition</strong></td>
<td><strong>T. Adams</strong></td>
</tr>
<tr>
<td><strong>AGH Associates, Inc.</strong></td>
<td><strong>Taskforce, Coordinating Council</strong></td>
<td><strong>Getting Together: A Head Start School</strong></td>
</tr>
<tr>
<td>See Successful Integration of Infants and</td>
<td><strong>on Early Childhood Developmental</strong></td>
<td><strong>District Collaboration</strong></td>
</tr>
<tr>
<td>Toddlers With Disabilities Through</td>
<td><strong>Services in Kansas</strong></td>
<td><strong>Shining Bright: Head Start Inclusion</strong></td>
</tr>
<tr>
<td>Multidisciplinary Training Project</td>
<td>Bridging Early Services: A Guide</td>
<td>1</td>
</tr>
<tr>
<td>and Transitioning Young Culturally</td>
<td>for Service Providers</td>
<td>11</td>
</tr>
<tr>
<td>Diverse Children With Disabilities</td>
<td>It's a Big Step: A Guide</td>
<td><strong>24</strong></td>
</tr>
<tr>
<td><strong>AHEAD</strong></td>
<td>for Transition</td>
<td><strong>24</strong></td>
</tr>
<tr>
<td><strong>AHEAD (At Home &amp; At Daycare)</strong></td>
<td>Step Ahead at Age 3: A Guide</td>
<td><strong>24</strong></td>
</tr>
<tr>
<td><strong>AHEAD (At Home &amp; At Daycare)</strong></td>
<td>for Families</td>
<td><strong>25</strong></td>
</tr>
<tr>
<td><strong>Resource Manual</strong></td>
<td><strong>William Brown</strong></td>
<td><strong>See PACER Center</strong></td>
</tr>
<tr>
<td>Carolyn Anderson</td>
<td><strong>See Project BLEND</strong></td>
<td><strong>Kathy Barclay</strong></td>
</tr>
<tr>
<td>See Macomb Projects / Project ELIPSS</td>
<td><strong>Building State Capacity for</strong></td>
<td><strong>See Project STEPS</strong></td>
</tr>
<tr>
<td><strong>Angela Bednarzyk</strong></td>
<td><strong>Part C—Early Intervention</strong></td>
<td><strong>Brenda Carlson</strong></td>
</tr>
<tr>
<td>See Access for All Outreach Project</td>
<td><strong>Collaboration: Putting the Puzzle</strong></td>
<td><strong>Young Children</strong></td>
</tr>
<tr>
<td><strong>Best Practices in Integration</strong></td>
<td><strong>Pieces Together</strong></td>
<td><strong>and Technology</strong></td>
</tr>
<tr>
<td><strong>Outreach Project, Indiana University</strong></td>
<td><strong>6</strong></td>
<td><strong>29</strong></td>
</tr>
<tr>
<td><strong>Best Practices in Integration</strong></td>
<td><strong>Brenda Carlson</strong></td>
<td><strong>See Project KITE</strong></td>
</tr>
<tr>
<td><strong>Outreach Project, Indiana University</strong></td>
<td><strong>Young Children</strong></td>
<td><strong>29</strong></td>
</tr>
<tr>
<td><strong>Best Practices in Integration (BPI):</strong></td>
<td><strong>and Technology</strong></td>
<td><strong>See Project KITE</strong></td>
</tr>
<tr>
<td>Training Manual, Guide, and</td>
<td><strong>Flatiron Institute on Human Services</strong></td>
<td><strong>Brenda Carlson</strong></td>
</tr>
<tr>
<td>Instructional Modules</td>
<td><strong>Diane Bricker</strong></td>
<td><strong>Young Children</strong></td>
</tr>
<tr>
<td><strong>Bob Bhaerman</strong></td>
<td><strong>See University of Oregon, Center</strong></td>
<td><strong>Mariah's Story: Case Study</strong></td>
</tr>
<tr>
<td>See Consortium on Inclusive</td>
<td><strong>on Human Development</strong></td>
<td>of Transition</td>
</tr>
<tr>
<td>Schooling Practices (CISP)</td>
<td><strong>Camille Catlett</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>Linda Brekken</strong></td>
<td><strong>See SIFT, SIFT-OUT, SCRIPT, Newscripts</strong></td>
<td><strong>Transition: A Time for Growth</strong></td>
</tr>
<tr>
<td>See Project EXCEPTIONAL, California</td>
<td><strong>Child Care Inservice Training Project</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td>Institute on Human Services</td>
<td><strong>Training for Inclusion: A Guide for the</strong></td>
<td><strong>Child Care plus+</strong></td>
</tr>
<tr>
<td><strong>Diane Bricker</strong></td>
<td><strong>Childcare Provider</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>See University of Oregon, Center</td>
<td><strong>Child Care plus+</strong></td>
<td><strong>Child Care plus+ Curriculum on</strong></td>
</tr>
<tr>
<td><strong>on Human Development</strong></td>
<td><strong>Child Care plus+</strong></td>
<td><strong>Inclusion: Practical Strategies</strong></td>
</tr>
<tr>
<td><strong>Bridging Early Services Transition</strong></td>
<td><strong>5</strong></td>
<td><strong>for Early Childhood Programs</strong></td>
</tr>
<tr>
<td><strong>Project—Outreach</strong></td>
<td><strong>Child Care plus+</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Bridging Early Services: A Community</td>
<td><strong>Child Ready Checklist</strong></td>
<td><strong>Child Ready Checklist</strong></td>
</tr>
<tr>
<td>Plans Together</td>
<td><strong>Expanding the Accessibility of Toys</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Bridging Early Services for Children With</td>
<td><strong>A Great Place to Be Me: Selecting a Child</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Special Needs and Their Families: A</td>
<td><strong>Care Program When Your Child Has</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Practical Guide for Transition Planning</td>
<td><strong>a Disability</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Hospital to Home: A Guide for</td>
<td><strong>A Health and Safety Checklist</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Transition Planners</td>
<td><strong>for Early Childhood Programs</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Mariah's Story: Case Study</td>
<td><strong>Inclusion Policies and Practices</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>of Transition</td>
<td><strong>Self-Assessment for Early</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Transition: A Time for Growth</strong></td>
<td>Childhood Programs</td>
<td><strong>18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Let's Eat: Managing Mealtime</strong></td>
<td><strong>A Health and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A Health and</strong></td>
<td><strong>Safety Checklist for Child Care</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Safety Checklist for Child Care</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Index of Resources Supporting Inclusion in Early Childhood
by Project or Agency, continued

<table>
<thead>
<tr>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Inclusion Training Counts:</td>
<td>23</td>
</tr>
<tr>
<td>Interagency Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Strategies for Effective Inclusion</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>TIME (Training in a Manila Envelope): A Guide to Developing a Self-Study Course</td>
<td>27</td>
</tr>
<tr>
<td>What Is Inclusion in Child Care?</td>
<td>28</td>
</tr>
<tr>
<td>Child Development Resources, Inc.</td>
<td></td>
</tr>
<tr>
<td>See Special Care Outreach Project</td>
<td></td>
</tr>
<tr>
<td>Community Inclusion Outreach Project</td>
<td></td>
</tr>
<tr>
<td>Inclusion: A Right, Not A Privilege</td>
<td>15</td>
</tr>
<tr>
<td>The Steps to Creating a Better IFSP</td>
<td>26</td>
</tr>
<tr>
<td>Consortium on Inclusive Schooling Practices (CISP)</td>
<td></td>
</tr>
<tr>
<td>Including Students With Disabilities in Accountability Systems</td>
<td>14</td>
</tr>
<tr>
<td>Inclusive Schooling Practices: Pedagogical and Research Foundations</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development for All Personnel in Inclusive Settings</td>
<td>21</td>
</tr>
<tr>
<td>CO-TEACH Project</td>
<td></td>
</tr>
<tr>
<td>Creating the Inclusive Preschool: Strategies for a Successful Program</td>
<td>7</td>
</tr>
<tr>
<td>Linda Cranor</td>
<td></td>
</tr>
<tr>
<td>See Project EXCEPTIONAL</td>
<td></td>
</tr>
<tr>
<td>Creating Capacities Within</td>
<td></td>
</tr>
<tr>
<td>Differentiated Teaching and Learning in</td>
<td></td>
</tr>
<tr>
<td>Heterogeneous Classrooms: Strategies for Meeting the Needs of All Students</td>
<td>8</td>
</tr>
<tr>
<td>Reflective Practices: Creating Capacities for School Improvement</td>
<td>23</td>
</tr>
<tr>
<td>Delivering Special Education Services in Children's Centers</td>
<td></td>
</tr>
<tr>
<td>Project Relationship: Creating and Sustaining a Nurturing Community</td>
<td>22</td>
</tr>
<tr>
<td>Marty Denham</td>
<td></td>
</tr>
<tr>
<td>See Inclusion Through Transdisciplinary Teaching</td>
<td></td>
</tr>
<tr>
<td>Developmental Therapy—Teaching Programs</td>
<td></td>
</tr>
<tr>
<td>Developmental Therapy—Developmental Teaching</td>
<td>8</td>
</tr>
<tr>
<td>Developmentally Appropriate Practices for Preschool Children with Special Learning Needs Project</td>
<td>7</td>
</tr>
<tr>
<td>Developmental Rainbow: Early Childhood Developmental Profile</td>
<td></td>
</tr>
<tr>
<td>Mary Donegan</td>
<td></td>
</tr>
<tr>
<td>See Family and Child Transitions Into Least Restrictive Environments</td>
<td></td>
</tr>
<tr>
<td>ACTS (LRE) Project</td>
<td></td>
</tr>
<tr>
<td>Lori Dunn</td>
<td></td>
</tr>
<tr>
<td>See Early Integration Training Project</td>
<td></td>
</tr>
<tr>
<td>Early Integration Training Project</td>
<td></td>
</tr>
<tr>
<td>Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs</td>
<td>23</td>
</tr>
<tr>
<td>Larry Edleman</td>
<td></td>
</tr>
<tr>
<td>See ENRICH Project</td>
<td></td>
</tr>
<tr>
<td>Educational Home Model Outreach Project</td>
<td></td>
</tr>
<tr>
<td>Integrated Child Care: Meeting the Challenge</td>
<td>16</td>
</tr>
<tr>
<td>Dionna Elder</td>
<td></td>
</tr>
<tr>
<td>See Child Care plus+</td>
<td></td>
</tr>
<tr>
<td>ENRICH Project</td>
<td></td>
</tr>
<tr>
<td>Being a Kid: Supports and Services in Everyday Routines, Activities, and Places</td>
<td>3</td>
</tr>
<tr>
<td>K. Evans</td>
<td></td>
</tr>
<tr>
<td>See Multicultural Early Childhood Team Training</td>
<td></td>
</tr>
<tr>
<td>Expressive Arts Project</td>
<td></td>
</tr>
<tr>
<td>Art Express: A Curriculum for Young Children With Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>The Arts in Early Childhood: A Springboard for Learning</td>
<td>2</td>
</tr>
<tr>
<td>Stella Fair</td>
<td></td>
</tr>
<tr>
<td>See Project Coach Outreach</td>
<td></td>
</tr>
<tr>
<td>Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE) Project</td>
<td>9</td>
</tr>
<tr>
<td>Entering a New Preschool</td>
<td></td>
</tr>
<tr>
<td>Facilitating Inclusion in Community Settings</td>
<td>10</td>
</tr>
<tr>
<td>Paddy Favazza</td>
<td></td>
</tr>
<tr>
<td>See Project BLEND</td>
<td></td>
</tr>
<tr>
<td>Edward Feil</td>
<td></td>
</tr>
<tr>
<td>See Institute on Violence and Destructive Behavior, University of Oregon</td>
<td></td>
</tr>
<tr>
<td>Dale Fink</td>
<td></td>
</tr>
<tr>
<td>See Family and Child Transitions Into Least Restrictive Environments</td>
<td></td>
</tr>
<tr>
<td>(FACTS/LRE) Project</td>
<td></td>
</tr>
<tr>
<td>Douglas Fisher</td>
<td></td>
</tr>
<tr>
<td>See Consortium on Inclusive Schooling Practices (CISP)</td>
<td></td>
</tr>
</tbody>
</table>
Index of Resources Supporting Inclusion in Early Childhood by Project or Agency, continued

Nona Flynn
See Multicultural Early Childhood Team Training

Susan Fowler
See Bridging Early Services Transition Project; Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE) Project; and SPARK Outreach Project

Frank Porter Child Development Center, University of North Carolina at Chapel Hill
See Partnerships for Inclusion, SIFT, SIFT-OUT, SCRIPT

Ronald Gillam
See Missouri-TIKES

Annemieke Golly
See Institute on Violence and Destructive Behavior, University of Oregon

Jean Guidry
See CO-TEACH Program and Montana Early Intervention Outreach Project

Sarah Hadden
See Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE) Project

A. Hains
See Bridging Early Services Transition Project-Outreach

Ann Halvorsen
See Consortium on Inclusive Schooling Practices (CISP)

Susan Harper-Whalen
See Child Care plus+

Mary Louise Hemmeter
See Project STEPS

Ariane Holcombe
See Project BLEND

Leah Holden
See Early Integration Training Project

Eva Horn
See Project BLEND

P. Huttinger
See Macomb Projects

Inclusion Through Transdisciplinary Teaming
Navigating New Pathways: Effective Meetings (video) ........................................ 19
Navigating New Pathways: Effective Meetings Workbook ..................................19
Navigating New Pathways: Flow Diagramming (video) ......................................19

Navigating New Pathways: Flow Diagramming Workbook .................................. 19
Navigating New Pathways: Obstacles to Collaboration ....................................... 20
Overcoming Roadblocks to Team Development .................................................... 20
Planning for Successful Inclusion ......................................................................... 20
Stages of Group Development ............................................................................... 25
Teaming: The Key to Collaboration Workbook .................................................... 27

Individualizing Developmentally Appropriate Practices for Young Children with Special Needs
INDAP: Guidelines for Individualizing Developmentally Appropriate Practice Classrooms, Activities, and Routines to Young Special Needs Learners ................................................................. 15

Institute on Violence and Destructive Behavior, University of Oregon
First Step to Success: Helping Young Children Overcome Antisocial Behavior .... 10

Interactive Technology Literacy Curriculum Project
See Emerging Literacy and Technology

Steve Jenkins
See Inclusion Through Transdisciplinary Teaming

J. Johanson
See Macomb Projects

Diana Jung
See Project EXCEPTIONAL

Juniper Gardens Children’s Project, University of Kansas
Project SLIDE: An Instructional Model .................................................. 22
Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments ................................................................. 22
Project SLIDE: Teaching Classroom Transition ................................................. 22

Maria Kaiser
See Early Integration Training Project

Beth Kavanaugh
See CO-TEACH and Montana Early Intervention Outreach Project

Kate Kavanaugh
See Institute on Violence and Destructive Behavior, University of Oregon

Tamara Kittleson-Aldred
See Educational Home Model Outreach Project

45
Index of Resources Supporting Inclusion in Early Childhood by Project or Agency, continued

Susan Klein
See Best Practices in Integration Outreach Project, Indiana University

Susan Kontos
See Best Practices in Integration Outreach Project, Indiana University

R. Kronberg
See Creating Capacities Within

Anne Kuschner
See Project EXCEPTIONAL, California Institute on Human Services

Beverly Kuschner
See SPARK Outreach Project

David Lindeman
Getting Together a Head Start/School District Collaboration ...................... 11
Shining Bright: Head Start Inclusion ............................................... 24

LitTEC Interactive Project
Emerging Literacy and Technology: Working Together ........................................... 9
See Macomb Projects and the Interactive Technology Literacy Curriculum Project

Eleanor Lynch
See Project EXCEPTIONAL

Macomb Projects, Western Illinois University
ACCTTive Technology ................................................................. 1
Building InterACTTive Futures .................................................. 4
Emerging Literacy and Technology: Working Together ........................................... 9
Emergent Literacy Instructional Program Series ................................................. 9
Supporting a Comprehensive Technology System: Roles of an On-Site Technology Team .................................................. 26

Frida Mahoney
See Developmentally Appropriate Practices for Preschool Children with Special Learning Needs Project

Gerald Mahoney
See Developmentally Appropriate Practices for Preschool Children with Special Learning Needs Project

Ted Maloney
See Educational Home Model Outreach Project

Natalya McComas
See University of Oregon, Center on Human Development

Scott McConnell
Play Time/Social Time ................................................................. 21

Gail McGregor
See Consortium on Inclusive Schooling Practices (CISP)

Cari McMurray
See Inclusion Through Transdisciplinary Teaming

Dana McMurray
See Educational Home Model Outreach Project

Robin A. McWilliam
Rethinking Pull-Out Services in Early Intervention: A Professional Resource .......... 24

L. Medwetz
See Together We’re Better

Kathleen Miller Green
See Educational Home Model Outreach Project

Missouri-TIKES
The Learning Together Series .................................................. 17

Montana Early Intervention Outreach Project
On Track: A Comprehensive System for Early Childhood Intervention .................. 20

J. Montie
See Together We’re Betters and Creating Capacities Within

Sandra Morris
See Child Care plus+ and Educational Home Model Outreach Project

Jeffrey Moyer
See Inclusion Through Transdisciplinary Teaming

Sarah Mulligan Gordon
See Child Care plus+ and Educational Home Model Outreach Project

Multicultural Early Childhood Team Training
Inclusive Services—Module for Inservice Training (Module 7) ..................... 15
Module for Inservice Training—Inclusive Services (Module 6) ...................... 18

Cari Lee Murphy
See Inclusion Through Transdisciplinary Teaming

National TEEM Outreach
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 .......................... 27

46

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

Samuel Odom
Play Time/Social Time ........................................... 21
Also see Project BLEND

Jennifer Olson
See Inclusion Through Transdisciplinary Teaming

Philip Olson
See Inclusion Through Transdisciplinary Teaming

PACER Center
Choices: Opportunities for Life (English) and Opciones: Oportunidades Para La Vida (Spanish translation) ............... 6

Susan Palmer
See the Self-Determined Learning Model for Early Elementary-Age Students

Partnerships for Inclusion
Can I play too? ...................................................... 4
QuickNotes .......................................................... 23

Shirley Patterson
See Missouri-TIKES

Connie Pehrson
See Project AHEAD

Joyce Peters
See Project TRAC Outreach

Pam Phelps
See Project TRAC Outreach

Play-Based Early Education/Intervention
The Creative Model Program .................................... 7

The Portage Project
Portage Classroom Curriculum ................................ 21
Special Training for Special Needs: A Competency-Based Training Program for Personnel Working With Young Children Who Have Special Needs .............. 25

Betty Pressler
See Project EXCEPTIONAL

Project BLEND
CASPER: Code for Active Student Participation and Engagement ........................................ 4

Project Coach Outreach
Child Care Observation Guide ................................. 5
Mini-Workshop Modules for Training Early Childhood Staff ........................................... 18

Project Dakota Outreach
All About Me ........................................................ 2
Community-Based Integration ................................ 6
Early Intervention: Tailor Made .............................. 9
Foundations for Inclusion ...................................... 11

Project ECLIPSE
Project ECLIPSE: Strategies for Classroom-Based Communication Training .................. 21

Project ELIPSS
Emergent Literacy Instructional Program Series ........................................... 9

Project EXCEPTIONAL
College Instructor's Guide: Infusing Information About Young Children With Exceptional Needs Into Child Development and Early Childhood Course Work ........................................... 6
Dimensions of Diversity: A Guide for Training and Recruiting Child Care Providers ............... 8
A Great Place to Be Me .......................................... 11
A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Chinese translation) ........................................... 12
A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Spanish Translation) ........................................... 12
Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs ........................................... 13

Project KITE
Kids Included Through Technology are Enriched: A Guidebook for Teachers of Young Children ........................................... 17

Project Reach ME
A Family-Focused Approach ................................ 10

Project STEPS
Developmental Ages for Skills Included on the Helpful Entry Level Skills Checklist ........................................... 7
Helpful Entry Level Skills Checklist ........................ 13
Instructional Strategies Manual ................................ 16

Project TRAC Outreach
Giving Our Children the Best ................................ 11

Ian Pumpian
See Consortium on Inclusive Schooling Practices (CISP)

Linda Robinson
See Macomb Projects

Sharon Rosenkoetter
See Bridging Early Services Transition Project and Bridging Early Services Transition Taskforce

Resources Supporting Inclusion in Early Childhood

47
Index of Resources Supporting Inclusion in Early Childhood by Project or Agency, continued

Beth Rous
See Project STEPS

Lori Rowan
See Project AHEAD

Christine Salisbury
See Consortium on Inclusive Schooling Practices (CISP)

Karen Samels
Young Children and Technology .................. 29
See Project KITE

K. Scaletta
See Together We're Better

C. Schneider
See Macomb Projects

SCRIPT (Project)
Resource Guide: Selected Early Childhood/Early Intervention Training Materials ...... 24
See Projects SCRIPT and SIFT-OUT

SIFT (Project)
Resource Guide: Selected Early Childhood/Early Intervention Training Materials ...... 24
See Projects SCRIPT and SIFT-OUT

SIFT-OUT (Project)
Resource Guide: Selected Early Childhood/Early Intervention Training Materials ...... 24
See Projects SCRIPT and SIFT

Self-Determined Learning Model for Early Elementary-Age Students
A Teacher's Guide to Implementing the Self-Determined Learning Model of Instruction: Early Elementary Version. ...... 27

Herbert Severson
See Institute on Violence and Destructive Behavior, University of Oregon

P. Smith
See Bridging Early Services Transition Taskforce

Gail Solit
See Access for All Outreach Project

SPARK Outreach Project
SPARK: Promoting Skills Through Arts, Reading, and Knowledge ...................... 24

SpecialCare Outreach Project
How Am I Doing? A Self-Assessment for Child Caregivers ......................... 14
SpecialCare Curriculum and Trainer's Manual: A Resource for Training Child Caregivers .................. 25

C. Streufert
See Bridging Early Services Transition Project

Successful Integration of Infants and Toddlers With Disabilities Through Multidisciplinary Training Project
Disability Awareness ........................................... 8
Including All Children in Typical Child Care Settings .................................. 14
It's Really No Different: Conversations With Caregivers .............................. 17

Dennis Sykes
See Early Integration Training Project

S. Takemoto
See Multicultural Early Childhood Team

Haral Taylor
See Access for All Outreach Project

P. Taylor
See Together We're Better

Eva Thorp
See Multicultural Early Childhood Team Training

Together We're Better
Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking .................................. 17

Transitioning Young Culturally Diverse Children With Disabilities
Integrated Therapies: Making Classrooms Available to ALL Children ............ 16

TRIP Outreach
Supporting Children With Disabilities in Early Childhood Programs (print) ...... 26
Supporting Children With Disabilities in Early Childhood Programs (video) ...... 26

Rhonda Tyree
See Early Integration Training Project

Tom Udell
See Project TRAC Outreach and TRIP Outreach

University of Oregon: Center on Human Development
An Activity-Based Approach to Early Intervention ........................................ 1

Richard van den Pol
See CO-TEACH Program and Montana Early Intervention Outreach Project

Rosemary Vander Meyden
See Project AHEAD

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

T. Vandercook
Weaving Tapestries of Inclusion: Seven Threads to Strengthen School Membership .............................................. 28
See Together We're Better

Martha Venn
See Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE) Project

R. Timm Volgelsberg
See Consortium on Inclusive Schooling Practices (CISP)

Hill Walker
See Institute on Violence and Destructive Behavior, University of Oregon

Michael Wehmeyer
See The Self-Determined Learning Model for Early Elementary-Age Students

Pam Winton
See SIFT, SIFT-OUT, SCRIPT, Newscripts

Michael Wischnowski
See Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE) Project

J. York-Barr
See Creating Capacities Within

Grant Youngquist
See Project Bland

Aura Zapata
See Project EXCEPTIONAL
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