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## ***Child Care, Inclusion, and Transition (updated)***

*This month we are featuring library resources on child care, inclusion, and transition.*

## **Child Care – Audiovisuals**

**Ages of infancy: caring for young mobile and older infants.** 32 min. 2006. (DD0317).

This DVD describes three stages of infant development. Security (birth to 8 months), during which the infant thrives on the warmth and nurturing that comes from the caregiver; exploration (6 to 18 months), which begins to happen as infants become mobile and curious about their surroundings; and identity (16 to 36 months), during which the older infant is concerned with who he or she is and who is in control. It presents ideas and guidelines on how caregivers in a child care environment can support infants as they move through stages of development.

**Child care solutions.** 2002. (CR0020).

This CD provides parenting information for child care providers and training items such as posters and forms.

**The developing child: observation.** 29 min. 2004. (DD0232).

Using the four areas of development: physical, cognitive, language and social-emotional, the viewer is guided through several sequences of naturalistic observation of infants, toddlers, and preschoolers. From the ongoing assessment of children, educators link the planning for student learning to what they know about the child's accomplishments, interests, strengths, and areas to achieve.

**Developmentally appropriate practice video program.** 53 min. 2009 (DD0300).

This DVD disc is meant to be played on a computer with a DVD drive. It contains an overview of developmentally appropriate practice. Presentations from NAEYC leadership and experts in the field are also included. Depictions of developmentally appropriate practice in action are shown in classrooms for infants, toddlers, preschoolers, kindergartners, and primary school children. The editors of the *Developmentally appropriate practice* books answer questions from the field.

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## Child Care – Audiovisuals (continued)

**Discoveries of infancy: cognitive development and learning.** 32 min. 2006. (DD0318).

This DVD explores the constant quest for knowledge of infants and toddlers. It shows six major kinds of discoveries children make in the first three years of life and offers guidelines on how caregivers in a child care environment can support early learning.

**Essential connections: ten keys to culturally sensitive child care.** 36 min. 2006. (DD0322).

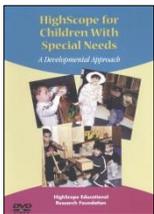
Culture is the fundamental building block of identity. Through cultural learning, children gain a feeling of belonging, a sense of personal history, and a security in knowing who they are and where they come from. This DVD recommends ways to structure and run child care programs to strengthen children's connections with their families and their home culture.

**Flexible, fearful, or feisty: the different temperaments of infants and toddlers.** 29 min. 2006. (DD0319).

This DVD explores the various temperamental styles of infants and toddlers. Nine traits can be grouped into three styles: flexible, fearful, or feisty. Techniques that caregivers in a child care environment can use to deal with each of the different temperaments are described. This DVD is also available in Spanish as *Flexible, cauteloso, o bravo* (DD0453).

**Helping children cope with frightening events.** 25 min. 2002. (DD0185).

This program describes the reaction of children exposed to traumatic or frightening events. Child care providers will learn about changes in children's behavior and how to create a supportive environment for them. Activities are suggested that reinforce a sense of security and promote healing.



**HighScope for children with special needs: a developmental approach.** 60 min. 2005. (DD0641).

HighScope teachers model the process of incorporating key learning experiences and Individualized Education Program goals into the daily routine. By observing and documenting what children can do, teachers plan authentic classroom activities that are more effective than narrow drill-and-practice exercises.

**NEW! I want all the turns: supporting children in resolving problems and conflicts/quiero todos los turnos).** 90 min. 2013. (DD0655).

This program describes how early childhood teachers can support the development of children's problem-solving abilities and other social skills. Preschool teachers use curriculum strategies to encourage problem solving and explain the HighScope conflict resolution process for children. The DVD also offers strategies teachers can use to prevent children from developing bullying behavior patterns in later years.

**It's not just routine: feeding, diapering, and napping: infants and toddlers.** 24 min. 2006. (DD0408).

Child care workers learn how to properly carry out the daily routines of napping, feeding, and diapering. This program explains how these routines are rich in opportunities for learning and one-to-one contact between caregiver and child.

**Keys to quality care.** 24 min. 2002. (DD0554).

Viewers learn the seven essential components of quality infant and toddler care. The care must be responsive and it must be relationship-based with an individualized curriculum. The relationship between the care giver and the child must be consistent and close. The environment must be well planned to incorporate children's emerging interests. The safety of the care site must be carefully monitored and sanitary precautions must be taken. Parents must be welcomed into the classroom. Lastly, the staff must be qualified and the program must be licensed.

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## Child Care – Audiovisuals (continued)

**Managing everyday challenges through positive guidance.** 75 min. 2011. (DD0535).

This DVD teaches how to create positive relationships to support young children's social and emotional development. It explains evidence based practices that shape children's behaviors such as designing the classroom, implementing engaging curriculum, intentionally creating routines and schedules to fit the specific needs of the children, and establishing consistent limits and ground rules. Teachers support children in developing social competence by redirecting, listening actively, offering choices, and offering encouragement. The instructor CD-Rom contains an accompanying power point presentation.

**Parent partnerships: parents and caregivers together.** 26 min. 2002. (DD0332).

This DVD examines the benefits of a high quality relationship between caregiver and parent. Caregivers learn strategies to build stronger partnerships.

**Place of our own: early childhood solutions behavior and emotions.** 180 min. 2008. (DD0325).

Host Debi Gutierrez leads engaging discussions on children's behavior and emotions with parents, caregivers, and child care experts. This program is divided into segments: *Conflict resolution* – 8 min.; *Tantrums* – 8 min.; *Self control and positive discipline* – 8 min.; *Separation anxiety* – 10 min.; *Sharing* – 7 min. This DVD also includes 17 fun activities to do with children.

**Place of our own: early childhood solutions health and nutrition.** 119 min. 2008. (DD0324).

Host Debi Gutierrez leads engaging discussions on health and nutrition with parents, caregivers, and child care experts. This program is divided into segments: *Exercising for life* – 10 min.; *Your kid's nutritional needs* – 9 min.; *Healthy eating* – 5 min.; *Infant nutrition* – 12 min.

**Place of our own: early childhood solutions special needs.** 97 min. 2008. (DD0326).

Host Debi Gutierrez leads engaging discussions on children with special needs with parents, caregivers, and child care experts. This program is divided into segments: *Introduction* – 2 min.; *Understanding special needs* – 11 min.; *Recognizing special needs* – 13 min.; *Speech and language delays* – 13 min. it also includes 6 fun activities to do with children.

**Play that's real: fostering a sense of identity in toddler programs.** 35 min. 2002. (DD0333).

This program examines how caregivers can promote play that is meaningful by building on everyday experiences and routines in the child care setting. Children are shown engaging in play that is authentic. It explains how a secure attachment relationship supports play.

**Practical strategies for teaching social emotional skills.** 28 min. 2007. (DD0581).

This program highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children's skills in a variety of areas including making friends, problem solving, asking an adult for help, talking about feelings, and managing their emotions.

**Pre-k promise.** 28 min. 2006. (DD0450).

This DVD provides guidance to help parents understand: how preschool programs can benefit young children; what a quality preschool program looks like; what questions to ask when evaluating a preschool; and how to help make quality, affordable preschool programs more widely available. This DVD is also available in Spanish as *La promesa de los programas preescolares*.

**Preschooler observation: cognitive development.** 26 min. 2012. (DD0498).

Preschoolers engage in activities that exemplify the extraordinary mental advancements that children make at this age. Caregivers witness the natural activities children are drawn to which help their cognitive development and learn strategies to encourage these activities.

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## Child Care – Audiovisuals (continued)

**Preschooler observation: language and literacy development.** 23 min. 2012. (DD0497).

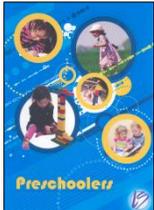
Preschoolers engage in activities that exemplify the extraordinary advancements in language and literacy that children make at this age. Caregivers also see the natural activities children are drawn to which foster development and learn strategies to encourage these activities.

**Preschooler observation: physical and motor development.** 21 min. 2012. (DD0495).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary physical advancements that children make at this age. Viewers also see the natural activities children are drawn to which help their physical development and strategies to encourage these activities. This program includes 16 live-action clips.

**Preschooler observation: social and emotional development.** 23 min. 2012. (DD0496).

Viewers will learn the skill set that makes up social and emotional development; the value of encouraging creativity and risk taking; activities that foster initiative and positive self-esteem; how culture and gender affect development; levels of social participation; examples of pro-social and antisocial behaviors and ways caregivers can help children develop these skills.



**Preschoolers.** 28 min. 2008. (DD0334).

This program looks at each aspect of a preschooler's development as well as examines the special needs of children with challenging conditions. Concepts from developmental theorists, interviews with preschool teachers, and practical suggestions for caregivers are presented in this study of the whole preschool-aged child.

**Primary caregiving: working toward secure attachments in child care.** 19 min. 2001.

(DD0330).

This program promotes the value of a primary caregiving system for babies and toddlers and their parents. It focuses on the experience of one child, Cai, and follows him through his daily experiences with his primary caregiver, Cecilia.

**Promoting children's social competence: a guide to family child care providers.** 23 min. 2007. (DD0119).

This DVD contains three sections: *Setting up the environment to support social development*, *Guiding children's behavior*, and *Understanding and dealing with challenging behavior*. This program gives child care providers tips on how to teach children to cooperate, play positively, share, and take turns.

**Promoting language and literacy.** 29 min. 2003. (DD0405).

Caregivers listen and respond to children's communication and discuss the use of signs to enhance communication. They suggest ways to assist children who may show language delays and whose home language is different than English. They demonstrate sharing books from early infancy through the second year. To prepare for later literacy, caregivers use pictures and photos and introduce materials for scribbling and representation.

**Quality child care.** 30 min. 2005. (DD0040).

In this DVD, host Maria Shriver explains the importance of quality child care. The right child care will nurture a child's healthy development. Parents are told what to look for and the right questions to ask in choosing child care. Communication with the caregiver is essential. This DVD is also available in Spanish as *Cuidado infantil* (DD0041).

**Secure attachments: the foundation of relationships child care.** 21 min. 2001. (DD0331).

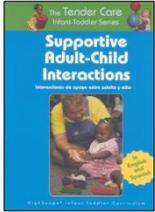
The video explores the components of a secure attachment relationship and identifies the role of the professional in achieving it. It shows examples of secure and insecure attachment.

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## Child Care – Audiovisuals (continued)

**Space to grow: creating a child care environment for infants and toddlers.** 34 min. 2004. (DD0409).

The environment has a powerful influence on infants and toddlers. Very young children are limited in their ability to move away from an environment or change an environment to their liking. Child care providers have more control over the space where toddlers and infants are cared for. This program shows qualities to consider when setting up care to make it more effective for child care providers and the children in their care.



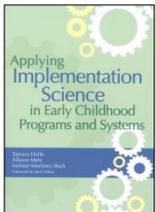
**Supportive adult-child interactions.** 53 min. 2011. (DD0494).

Viewers will learn how to create a climate of trust for infants and toddlers, form partnerships with children, and support children's intentions. Details on establishing program policies that promote continuity of care are provided. Several extended unnarrated scenes from HighScope programs illustrate strategies for developing supportive interactions with young children.

## Child Care – Books

**50 strategies for communicating and working with diverse families.** Janet Gonzalez-Mena, 2010. (275 G643f 2010 ECI).

There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.



**Applying implementation science in early childhood programs and systems.** Tamara Halle, 2013. (LB 1139.35 C64 H35 2013 ECI).

This reference will help ensure that interventions are implemented effectively and sustained so they help as many children as possible. This book will help improve long-term outcomes for all young children. Early childhood programs will learn how to replicate and sustain best practices, researchers will be ready to conduct more informed program evaluations, and policymakers will discover how to have effective, sustainable programs and systems.

**NEW! Approaches to early childhood and elementary education.** Francis Wardle, 2009.

This book covers a vast range of different philosophical and practical approaches to the education of young children. It describes a variety of current education approaches, with a detailed description of their historical and philosophical foundations and their current practice. All the approaches covered in this text can be seen in programs from infancy through the end of elementary school, even if each may focus on a certain age within this timeframe. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**NEW! Appropriate environments for children under three.** Helen Bradford, 2012.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on recent research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high quality environment can be created for babies and toddlers that supports the areas of learning and development. Features include: case studies and examples, focus points for readers, questions for reflective practice, and suggestions for staff development. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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## Child Care – Books (continued)

**NEW! Assessment and documentation in early childhood education.** Maarit Alasuutari, Ann-Marie Markstrom, and Ann-Christine Valberg-Roth, 2014.

Documentation in early childhood education is typically seen as a means to enhance the quality of care and education, and as a way to take account of the child's view. This book considers the increasing trend towards systematic child documentation especially in early childhood institutions. The authors present ways in which assessment and evaluation is done sometimes explicitly but more often implicitly in these practices, and explore its means, aims, forms, and functions. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Baby smarts: games for playing and learning.** Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

This book describes games to play with infants at various stages in their development. The games will help develop physical skills, social-emotional skills, or intellectual/thinking skills.

**Beautiful beginnings: a developmental curriculum for infants and toddlers.** Helen H. Raikes, 2006. (525 R151b 2006 ECI).

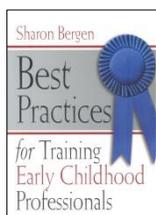
Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers.

**Beginning literacy with language: young children learning at home and school.** David K. Dickinson and Patton O. Tabors, 2001. (LB 1140.5 L3 B44 2001 ECI).

In this book, you'll travel into the homes and schools of over 70 young children from diverse backgrounds and observe parent-child and teacher-child interactions. Through research gathered in the Home School Study of Language and Literacy Development, the authors share with you the relationship they've found between these critical, early interactions and children's kindergarten language and literacy skills.

**Benjamin comes back: Benjamin regresa.** Amy Brandt, 2000. (805.1 B821 2000 ECI).

Benjamin misses his mother after she drops him at child care, but thinking about coming back tomorrow reassures him that she will come back as well.



**Best practices for training early childhood professionals.** Sharon Bergen, 2009. (560 B495 2009 ECI).

This book provides information to build a sound framework for organizing, planning, and setting goals for trainings of early childhood staff. It gives an understanding of how adults learn and effective ways to train staff members who differ in age and experience. Methods, activities, and exercises are included along with suggestions for evaluating the effectiveness of the training.

**Caring for infants and toddlers in groups: developmentally appropriate practice.** 2008. (320.11 C277 2008 ECI).

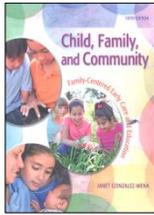
This book describes our current understanding of early development and explores the elements of quality in group care that support strong relationships and positive learning experiences. It presents stories that exemplify responsive, relationship-based practice, and provides examples of reflective practice in early group care.

**Caring for our children: national health and safety performance standards: guidelines for out-of-home child care programs,** 3<sup>rd</sup> ed. 2012.

The American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education publish national standards for child care. These standards represent the best evidence, expertise, and experience in the country on quality health and safety practices and policies that should be followed in today's early care and education settings. They are available online at <http://nrckids.org/CFOC3/index.html>.

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## Child Care – Books (continued)



**Child, family, and community: family-centered early care and education**, 6<sup>th</sup> ed. Janet Gonzalez-Mena, 2013. (325 G643c 2013 ECI).

This book is about the socialization and education of young children in child rearing, caring, and educational contexts from birth to eight years of age. It puts working with families in early care and education settings in the spotlight as the central theme and includes practical advice in every chapter about how to do that.

**Complete resource book for infants: over 700 experiences for children from birth to 18 months**. Pam Schiller, 2005. (525.2 S334c 2005 ECI).

This book features hundreds of activities designed for infants from birth through 18 months. They maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth. The activities can be used individually or grouped together to focus on a specific skill.

**Critical issues in early childhood professional development**. Martha Zaslow and Ivelisse Martinez-Beck, 2006. (LB 1775.6 Z38c 2006 ECI).

This book defines professional development for early childhood professionals. It examines research across a range of settings including Head Start, public preschools, private programs and looks at ways to measure the size and characteristics of the early childhood workforce. It considers both the extent and the content of professional development. The authors investigate key economic considerations and the policy implications of research studies in this field.

**DEC personnel preparation in early childhood special education: implementing the DEC recommended practices**. Vicki D. Stayton, 2003. (325 S798 2003 ECI).

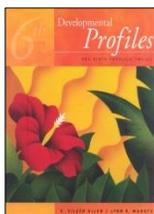
This book offers guidance to programs seeking to implement the DEC recommended practices in personnel preparation for early childhood and early childhood special education teachers.

**DEC recommended practices in early intervention/early childhood special education: a comprehensive guide for practical application**. Susan Sandall, 2005. (325 S213d 2005 ECI).

This book contains all the helpful information found in the DEC recommended practices, plus real life examples and practical tips for implementation. It includes strategies for program assessment and improvement, useful checklists for parents and administrators, and an annotated list of relevant resources.

**Developing quality care for young children: how to turn early care settings into magical places**. Nettie Becker, 2009. (320.11 B395 2009 ECI).

This book discusses the qualities of an effective early child care program and the need to provide children with experiences that will prepare them for future emotional, social, and academic success. It demonstrates how to create environments that foster healthy relationships for children and adults and that will build on children's sense of wonder and joy for learning.



**Developmental profiles: pre-birth through twelve**, 6<sup>th</sup> ed. K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

This book offers a comprehensive guide to the development of young children for parents, caregivers, and educators. It describes developmental milestones from birth through age twelve in a nontechnical style as well as providing basic knowledge, informing readers of what they can expect, and how they can provide appropriate learning experiences at each stage of development.

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## Child Care – Books (continued)

**Diversity in early care and education: honoring differences.** Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 ECI).

This book explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker. It also discusses poverty, family expectations, and appropriate discipline.

**NEW! Early childhood education: yesterday, today, and tomorrow,** 2<sup>nd</sup> ed. Suzanne Krogh and Kristine Slentz, 2010.

This textbook examines foundational topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field. This book invites the reader to develop a personal philosophy of early childhood education or caregiving and an identity as an early educator, in order to build a sufficient foundation for continual growth as a teacher. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**NEW! Early childhood education: history, philosophy, and experience.** Cathy Nutbrown and Peter Clough, 2014.

This introduction to the history of early childhood education emphasizes the role of history and philosophy in early childhood practice today. The text features a series of imagined conversations with key figures and pioneers in early childhood education and caregiving. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Early childhood special education, 0 to 8 years: strategies for positive outcomes.** Sharon A. Raver, 2009. (LC 4019.3 R254e 2009 ECI).

This book covers the professional knowledge and skill competencies teachers must have to promote optimal development in children with special needs from birth through 8 years of age.

**Everyday early learning: easy and fun activities and toys from stuff you can find around the house.** Jeff A. Johnson, 2008. (655 J67e 2008 ECI).

This book is full of activities that allow children to learn while they play. Over 75 ideas get children exploring and discovering using common items. The activities will build children's skills in literacy, math, science, and social areas. Each page lists the optimal age for the activity, ease of construction, description, and learning objective, as well as materials needed, instructions, and variations.

**Extending the dance in infant and toddler caregiving: enhancing attachment and relationships.** Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).

This book is an in-depth blueprint for promoting attachment and relationships in early childhood settings. It helps professional caregivers and educators develop sensitive, nurturing relationships with young children.

**Families, infants, and young children at risk: pathways to best practice.** Gail L. Ensher, 2009. (556 E59f 2009 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It covers a full range of issues in early childhood special education. It discusses autism, sensory processing disorders, early identification of delays, family systems and environments, effects of prematurity, evaluation and care of newborns, pain management, cultural diversity, abuse and neglect, and more.

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## Child Care – Books (continued)

**Guiding young children.** Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).

This book equips prospective early childhood educators with the principles and strategies necessary to guide young children. It discusses how to guide children with special needs and with challenging behaviors. It includes sections on principles of guidance, strategies for guidance, and applications.

**Health, safety, and nutrition for the young child.** Lynn R. Marotz, 2009. (WS 100 M355h 2009 ECI).

This textbook discusses the importance and interrelationship of health, safety and nutrition for children to grow up safe and healthy. It then discusses each dimension (health, preventing accidents, and food and nutrition) in more detail. The CD-ROM contains the forms found in the book in both Microsoft Word and Adobe PDF formats.

**Infants and toddlers in out-of-home care.** Debby Cryer, 2000. (320.11 C956 2000 ECI).

This book presents information needed to develop quality out-of-home care for children.

**Interdisciplinary teams.** Eva Horn, 2005. (325 H813i 2005 ECI).

This book describes specific strategies that will assist practitioners to collaborate with families in achieving the various components of the DEC recommended practices for early childhood special education.

**Learning games: the Abecedarian curriculum.** Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736 2006 ECI).

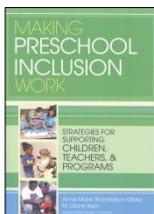
This curriculum provides instructions for fun activities to support and guide cognitive, social, emotional and physical development. It can be used in preschools, group child care, family child care homes, parent groups, and home visitation.

**Linking curriculum to child and family outcomes.** Eva Horn and Carla Peterson, 2007. (325 L756 2007 ECI).

This monograph is intended to support early educators working with young infants, toddlers, and young children with special needs in designing and implementing comprehensive curriculum that are linked to state outcomes, early learning guidelines, and/or standards.

**Little kids, big worries: stress-busting tips for early childhood classrooms.** Alice S. Honig, 2010. (LC 3639 H773 2010 ECI).

In this book, readers learn about the key factors that influence a child's stress level in order to become keen observers of the many ways children express stress. A wide range of innovative, clinically validated techniques are presented to help children with separation anxiety, bullying, jealousy, and family problems.



**Making preschool inclusion work: strategies for supporting children, teachers, and programs.** Anne Marie Richardson-Gibbs, 2014. (LC 4019.3 R53 2014 ECI).

Future educators will get a thorough introduction to inclusion supports: evidence-based practices and strategies that help children with disabilities fully participate in preschool classrooms. With a strong emphasis on collaboration among all members of the education team, this text leads professionals step by step through every aspect of successful preschool inclusion, from designing an effective program to preparing all children for a smooth transition to kindergarten.

**Managing infectious diseases in child care and schools: a quick reference guide.** 2009. (LC 4019.3 M266 2009 ECI).

This quick guide is based on recommendations by the American Academy of Pediatrics to control the spread of infectious diseases among children. It includes more than 50 quick reference sheets on common diseases and symptoms. It includes strategies to limit the spread of disease in child care settings and schools and when exclusion should or should not be used. Sample letters and forms are provided.

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## Child Care – Books (continued)

### **Mister Rogers' plan & play book: hundreds of preschool activities for parents and child care providers.**

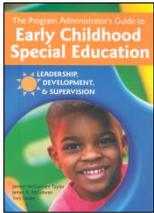
Fred Rogers, 2002. (655.2 R725m 2002 ECI).

This book provides activities to go along with the themes presented in the television show, Mister Rogers' Neighborhood. The activities can also be used without watching the show. Song lyrics, an activities index, a topic index, and a theme index are all included.

### **Practical approaches to early childhood professional development: evidence, strategies, and resources.**

Pamela J. Winton, 2008. (560 P898 2008 ECI).

This book provides an organized and accessible format for building quality and qualifications into professional development programs for early childhood educators. It includes a section on creating inclusive settings and learning environments.



### **Program administrator's guide to early childhood special education: leadership, development, & supervision.** 2009. (325.1 P964 2009 ECI).

This book for administrators explains early childhood and special education programs. It explains how to work toward a coordinated, family-centered system of early intervention services; how to ensure accurate screening and evaluation of young children; how to create and manage a budget; develop a professional development program; improve staff performance; and understand legal issues and liabilities.

### **Reflecting in communities of practice: a workbook for early childhood educators.** Deb Curtis, 2013. (LB 1139.4 C89 2013).

This workbook is designed to be used with a group, a community of practice, but it can also be a self-study tool. The exercises help you to understand and practice the key elements of reflective teaching. Ten study sessions provide opportunities to engage with peers as you collaborate and connect theory and best practices in your classrooms. These experiences will help you evaluate and grow your reflective teaching skills, use the Thinking Lens™ protocol to align your daily work with your larger goals, values, and vision, gain a heightened sense of self-awareness and a stronger image of children, examine the details of your environment, and challenge yourself with new perspectives.

### **The right fit: recruiting, selecting, and orienting staff.** Kay Albrecht, 2002. (560.1 A341r 2002 ECI).

This book will help child care administrators design a recruitment plan so they are always prepared when turnover occurs; position the program to get numerous applicants to consider for vacant positions; determine criteria to maximize the "fit" between individuals, the job, and the center; choose an interview plan that will work; involve other teachers in the hiring process; select the right person from the applicant pool; and orient new staff right from the start.

### **Room to grow: how to create quality early childhood environments,** 3<sup>rd</sup> ed. 2002. (320.11 R777 2002 ECI).

This book provides information on using space creatively to help children grow while they are in child care settings. Environments are described to meet the needs of different age groups.

### **Roots and wings: affirming culture in early childhood programs.** Stacey York, 2003. (LB 1139.3 Y63r 2003 ECI).

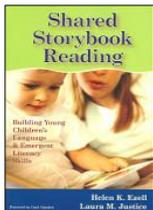
This book, which presents a practical introduction to multicultural and antibias issues for those who work with children and families in early childhood settings, includes a blend of theory and practice in the activities, examples, and staff training recommendations. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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## Child Care – Books (continued)

**Self-esteem and early learning: key people from birth to school.** Rosemary Roberts, 2006. (WS 105 R646s 2006 ECI).

Focusing on the period from birth to school, this book is about babies' and young children's feelings, their learning, and the ways in which the key adults in their lives can support their emotional, social, and cognitive development. A story about one child is included in each section to demonstrate the theoretical concepts being presented.



**Shared storybook reading: building young children's language and emergent literacy skills.** Helen K. Ezell, 2005. (LB 1140.5 R4 E94 2005 ECI).

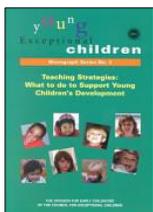
Making the most of shared reading is the goal of this guide, ideal for early childhood educators in preschool, Head Start, and child care programs. Step by step strategies help educators engage, respond to, and teach young children during storybook reading.

**Supervision in early childhood education: a developmental perspective.** Joseph J. Caruso, 2007. (LB 1775.6 C329s 2007 ECI).

This book is written for practitioners who must supervise staff from a wide variety of educational and cultural backgrounds. It provides guidelines and practical suggestions for staff training and development in early childhood settings.

**Teaching infants, toddlers, and twos with special needs.** Clarissa Willis, 2009. (LC 4019.3 P857t 2000 ECI).

This book covers the whole development of infants, toddlers, and twos and especially how to care for the children with special needs. It covers teaching life skills, eating and feeding, communication, cognitive development and play, social competence, motor development, and gives tips for family involvement.



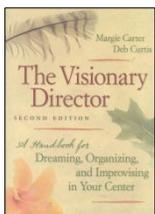
**Teaching strategies: what to do to support young children's development.** Michaelene Ostrosky, 2001. (325 O85t 2001 ECI).

Teaching children with disabilities requires the careful selection of appropriate strategies; effective, strategic planning and monitoring of child progress. This monograph describes several approaches that will help teachers become more responsive to students. Strategies include enhancing children's vocabulary through conversations; embedding learning opportunities across the day; increasing the complexity and duration of appropriate behavior; and using time delay to

teach important skills and activities.

**Tender care and early learning: supporting infants and toddlers in child care settings.** Jacalyn Post and Mary Hohmann, 2000. (320.11 P857 2000).

This book describes the active learning High/Scope approach for very young children who are in the sensory-motor stage of development.



**Visionary director: a handbook for dreaming, organizing, and improvising in your center.** Margie Carter, 2010. (560.1 C324v 2010 ECI).

This book provides a vision of early childhood programs in the 21st century; a synopsis of systems thinking and how it pertains to early childhood programs; real life stories from other directors; examples of how to translate values into innovative practices; and additional resources to make early childhood programs a success.

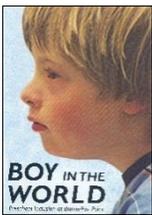
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## Child Care – Books (continued)

**Who's watching the babies?: improving the quality of family, friend, and neighbor care.** Douglas R. Powell, 2008. (320.11 P882w 2008 ECI).

The most common source of non-parental care of infants and toddlers is care provided by family, friends, and neighbors in informal arrangements. This book reviews successful initiatives and programs that address barriers trainers face when focusing on the needs of these caregivers. It puts research into practice by offering concrete strategies to improve the quality of such care.

## Inclusion and Transition – Audiovisuals



**Boy in the world.** 44 min. 2007. (DD0465).

This documentary follows four-year-old Ronen, a young boy with Down syndrome. It demonstrates that inclusive preschool classrooms benefit both children with special needs and their typical peers. It also examines the nuts and bolts of successful inclusion as well as the challenges of educational practices that help all children to learn and to find their place in the world.

**Creating inclusive child care facilities.** 2003. (CR0021).

This CD contains two books in CD format: the design guide for the development of universally designed child care facilities, and a financial toolkit for the development and financial stability of inclusive child care centers. The first guide details how to set up inclusive child care centers and the second gives advice about financing them.

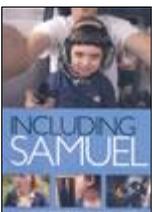


**Emma's gifts.** 46 min. 2004. (DD0463).

This documentary film follows the journey of Emma who was born with Down syndrome and her twin sister, Abigale who is a typically developing child. Viewers see the strategies used to include Emma in an inclusive school environment and witness the process of the Individualized Education Program meeting.

**NEW! Engaging young learners with special needs.** 98 min. 2014. (DD0656).

This program demonstrates how active learning principles, the learning environment, daily routine, and team planning help teachers individualize experiences for all young learners. This approach is shown during the daily routine. Viewers also learn how to work toward IEP (individualized education program) goals during meaningful everyday activities. The program is illustrated throughout with unstaged adult-child interactions involving children with special needs as well as typically developing children. Classrooms from five diverse preschool settings are shown in the DVD.



**Including Samuel.** 58 min. 2008. (DD0226).

This documentary examines the educational and social inclusion of youth with disabilities. It chronicles the Habib family's efforts to include Samuel in every facet of their lives, and also features four other families with varied inclusion experiences.

**Inclusion: focus on toddlers and pre-k.** 35 min. 2009. (DD0391).

Viewers will learn how to create opportunities for all children to interact and enjoy the same activities. From supporting the independence of children with orthopedic impairments to intervening and supporting children through an extreme emotional outburst, the eight engaging, instructive video clips offer a wealth of strategies that meet individual needs and foster interactions and friendships.

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## Inclusion and Transition – Audiovisuals (continued)

**Mariah's story: a study in age 3 transition.** 33 min. 1997. (DD0695).

This DVD profiles a little girl with Down syndrome, her family and their transition journey from infant-toddler intervention to special education services at the nearby Head Start. Viewers also meet the service providers who assisted this family during their transition. The DVD contains three modules: meeting the family, the transition meeting, and the IEP meeting.

**Opening the doors of tomorrow.** 25 min. 2006. (DD0265).

This program focuses on the keys to successful inclusion from a student's point of view. A classroom of education students ask Karen Gaffney, a woman with Down syndrome, about inclusive classroom settings and what worked for her. Ms. Gaffney delivers a polished presentation full of important information for both families and educators.

## Inclusion and Transition – Books

**NEW! A-Z of Inclusion in Early Childhood.** Mary Dickens, 2014.

Key themes in inclusion are explored through an A – Z approach covering important concepts, theories, theorists, and figures. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

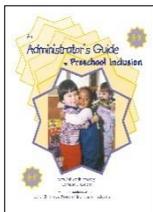
**The ABCs of the ADA: your early childhood program's guide to the Americans with Disabilities Act.**

Karren Ikeda Wood, 2009. (104.12 R112a 2009 ECI).

This book, which begins by explaining the law, provides step-by-step instructions for evaluating a child care center in terms of its accessibility and for developing a targeted compliance plan. It covers both administrative and program components. It contains case scenarios, sample action plans, and convenient worksheets and checklists to simplify the process.

**Adapting early childhood curricula for children in inclusive settings,** 5<sup>th</sup> ed. Ruth E. Cook, Annette Tessier, and M. Diane Klein, 2000. (LB 1139 C773a 2000 ECI).

This comprehensive resource contains examples, dialogues, and practical illustrations. It is focused on best practices in the fields of early childhood intervention and education. It includes a chart of typical development, a referral signals checklist, and a list of competencies for trainees in early childhood special education.



**An administrator's guide to preschool inclusion.** Ruth Wolery and Samuel L. Odom, 2000. (557 W852 2000 ECI).

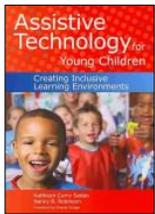
This guide addresses some of the issues of administering an inclusive preschool and is intended for administrators responsible for creating, monitoring, supporting, and maintaining an inclusive program. The authors present practical strategies suggested by research in the field of preschool inclusion.

**Assessing young children in inclusive settings: the blended practices approach.** Jennifer Grisham-Brown and Kristie Pretti-Frontczak, 2011. (LB 3051 A846 2011 ECI).

This book defines the term authentic assessment and illustrates the difference between authentic assessment and conventional assessment. It explains how to conduct authentic assessment during children's natural routines and play activities. It teaches how to use assessment to inform effective program planning; and ensure that practices are aligned with DEC and NAEYC recommendations. It shows how to involve families in the assessment process. It contains classroom examples and practical aids such as checklists.

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## Inclusion and Transition – Books (continued)

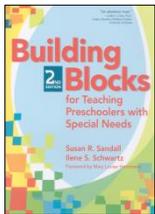


**Assistive technology for young children: creating inclusive learning environments.** Kathleen Curry Sadao and Nancy B. Robinson, 2010. (LC 4019.3 S124a 2010 ECI).

This book will help educators assess children's assistive technology (AT) needs; choose from high- and low-tech strategies; use AT to support development of critical skills such as communication, play, literacy, and computer use; embed AT into activity-based intervention; and more.

**Blended practices for teaching young children in inclusive settings.** Jennifer Grisham-Brown, 2005. (557 G869b 2005 ECI).

This book integrates knowledge about effective practices for teaching young children with and without disabilities. It discusses designing and planning quality curriculum frameworks; involving families in planning and implementing inclusive programs; using assessment information to plan what to teach; and strategies for monitoring child progress. It also provides a systematic approach to preventing and addressing challenging behavior.



**Building blocks for teaching preschoolers with special needs.** Susan Sandall and Illene Schwartz, 2008. (557 S213b 2008 ECI).

This book provides practical solutions to everyday challenges for teachers, child care providers, and other professionals who work in inclusive settings.

**Cara's kit for toddlers: creating adaptations for routines and activities.** Philippa H. Campbell, 2012. (LB 1139.35 A37 C367 2012).

This guide to successful adaptations is aligned with recommended practices in early childhood special education and early intervention. This book provides a reader-friendly, quick guide with tips and suggestions, a six-step process for planning and implementing adaptations, and dozens of possible solutions for increasing child participation in activities and routines.

**Children with special needs in early childhood settings: identification, intervention, inclusion.** Carol L. Paasche, 2004. (200.8 P111 2004 ECI).

This resource covers the spectrum of conditions, disabilities, syndromes and other types of developmental differences that teachers and caregivers may encounter in children from infancy through age eight. Particular emphasis is placed on finding effective ways to include children with special needs in the group.

**Class meetings: young children solving problems together.** Emily Vance, 2002. (560 V222 2002 ECI).

This book brings the invaluable experience of two classroom teachers who guide children's successful discovery of how to work out differences. The children's meeting, talking, listening, considering, and devising acceptable solutions let classroom life go forward peacefully and children themselves learn to communicate with confidence.

**Consultation in early childhood settings.** Virginia Buysse, 2005. (325.2 B992 2005 ECI).

Interventions for young children with disabilities are more effective when the adults involved form collaborative partnerships. That's why consultation, a systematic process to help educators, parents, and early childhood professionals work together to address concerns and identify goals, is so important. This practical handbook equips the reader with the skills needed to function as an effective consultant to educators and caregivers of children from birth through age 5, leading step by step through an 8-stage model.

**Early childhood inclusion: focus on change.** Michael J. Guralnick, 2001. (557.1 G978 2001 ECI).

This book increases awareness of the need for change in the field of early childhood inclusion. It includes rationales indicating what changes are necessary and the framework to guide an agenda for change.

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## Inclusion and Transition – Books (continued)

### **Early childhood intervention: shaping the future for children with special needs and their families.**

Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).

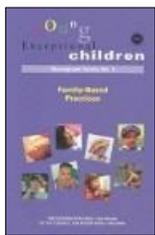
Volume three of this three volume set contains the chapter *Children with disabilities, school readiness, and transition to kindergarten*.

### **Engagement of every child in the preschool classroom.** R.A. McWilliam, 2008. (557 M177e 2008 ECI).

This book offers an evidence-based approach to promoting engagement in preschoolers with or without special needs.

### **The exceptional child: inclusion in early childhood education.** Eileen K. Allen, 2009. (LC 4019.3 H813f 2004 ECI).

This guide allows you to identify and plan for educating children with special needs. The reader will find current early childhood education practices for teaching children with diverse learning and developmental needs, enabling developmentally appropriate learning environments for all children. Sections include, *Likenesses and differences among children*, *Planning for inclusion*, and *Implementing inclusive early childhood programs*.



### **Family-based practices.** Eva Horn, Michaelene Ostrosky, Hazel Jones, 2004. (325 H813 2004 ECI).

This book contains a chapter called, *Entering preschool: supporting family involvement in the age three transition*.

### **From early intervention to preschool programs and school-age services: a parent's guide to transitioning young children with special needs.** Padmaja Sarathy, 2006. (556.8 S243f 2006 ECI).

ECI).

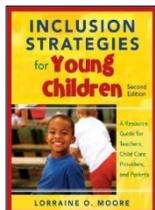
This family-focused guide provides a road map of the events a parent can expect in the transition process from early childhood education to preschool and beyond. It is designed to empower families to ask the right questions and seek the most relevant information from professionals to help parents make effective transition-related decisions for young children with special needs.

### **Giving it some thought: cases for early childhood practice.** Muriel K. Rand, 2000. (556 R187 2000 ECI).

This casebook offers 49 real life examples to assist teachers-in-training to start thinking like decision makers. These case studies help the teachers to gain experience and strategies for thinking through difficult situations.

### **Including one, including all: a guide to relationship-based early childhood inclusion.** Leslie Roffman, 2011.

Inclusive early childhood settings benefit all children, whether or not they have identified special needs. This book provides theoretical, conceptual, and practical information on relationship-based, inclusive practices for early childhood classrooms, an approach that strengthens every child and supports the child's behavioral, emotional, social, and learning challenges. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



### **Inclusion strategies for young children: a resource guide for teachers, child care providers, and parents.** Lorraine O. Moore, 2009.

This user-friendly book, written for educators who work with 3- to 7-year-olds, provides more than 350 strategies to promote success for beginning learners, especially those with special needs. The second edition contains current brain research about learning and behavior challenges, information on IDEA 2004, a glossary, resource listings of organizations, and reproducibles. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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## Inclusion and Transition – Books (continued)

**Inclusive assessment and accountability: a guide to accommodations for students with diverse needs.** Sara Bolt, 2009. (557 B694i 2009 ECI).

This book provides guidance and materials for promoting the inclusion of students with diverse needs in large-scale assessment programs, with a focus on improving access to instruction within the general curriculum for all students. Included is a discussion of the rationale and legal basis for inclusive accountability, step-by-step instructions for making participation and accommodation decisions, and user-friendly forms and examples to guide teams through an informed decision-making process.

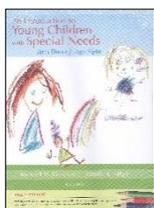
**Inclusive early childhood education: a collaborative approach.** Suzanne Winter, 2007. (LC 4019.3 W787i 2007 ECI).

Inclusive education requires collaboration and communication among early childhood professionals and between families and schools. Teachers need to effectively use various teaching strategies and practices to differentiate curriculum and instruction so that every child receives individually appropriate support for learning. This book explains how to be an effective educator; how to create a classroom for all children; and how to practice effective teaching in an inclusive classroom.

**Inclusive literacy lessons for early childhood.** Pamela Byrne Schiller, 2008. (LB 1139.5 L35 S352 2008 ECI). 100 literacy lessons, designed to introduce children ages 3-6 to a variety of literacy concepts and build important literacy skills. Each of these lessons offers adaptations for children with special needs, including visual impairments, hearing impairments, cognitive challenges, motor delays, speech/language delays, and emotional/behavior issues.

**Instructional technology in early childhood: teaching in the digital age.** Howard P. Parette, 2013. (LB 1139.35 C64 P37 2013 ECI).

This book guides the reader in choosing and using instructional technology to improve outcomes and ensure that children with and without disabilities are actively engaged. Aligned with the NAEYC policy statement on technology in early childhood programs, this book gives a framework for integrating instructional technology into everyday classroom activities.



**An introduction to young children with special needs: birth through age eight.** Richard M. Gargiulo, 2012. (LC 4019.3 G27 2012 ECI).

This book provides an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, and preschoolers who demonstrate delays and disabilities. It also offers information about youngsters who exhibit signs of being at-risk for future programs in learning and development. Through various learning techniques, a website, and additional related resources, readers are guided to a full understanding of important theoretical and philosophical foundations in serving children whose learning is delayed. These include authentic assessments, cultural sensitivity and competence, activity-based interventions, and developmentally and individually appropriate practices. The book emphasizes instructional strategies necessary for creating inclusive learning environments, and offers recommendations throughout for using technology in the learning environment.

**Me, too.** Marci J. Hanson, 2001. (556.8 H251 2001 ECI).

This series of booklets contains activities to help parents and teachers develop inclusive strategies for children with disabilities.

**Natural environments and inclusion.** Susan Sandall, 2000. (557 S213 2000 ECI).

This monograph discusses the importance of natural environments and inclusion of children with disabilities in the settings in which they are taught and cared for, child care centers and preschools in particular.

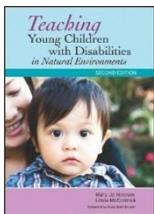
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## Inclusion and Transition – Books (continued)

**Part of the community: strategies for including everyone.** Jan Nisbet, 2000. (323 N723 2000 RHB). Nisbet argues that individuals with disabilities can be fully included in community life if those communities have extensive natural supports rather than separate inclusive programs. She includes a chapter on promoting belonging for young children in their communities and in their preschools.

**Simple transitions for infants and toddlers.** Karen Miller, 2005. (320.11 M648 2005 ECI). This book for teachers who work with infants and toddlers offers more than 400 tips, ideas, and easy-to-do activities. It offers ideas for helping children move smoothly from child care to preschool.

**Successful kindergarten transition: your guide to connecting children, families, and schools.** Robert C. Pianta and Marcia E. Kraft-Sayre, 2003. (556.8 P581 2003 ECI). This book presents a practical, step-by-step model used to facilitate the transition to kindergarten that has been field-tested and adopted in diverse schools and communities.



**Teaching young children with disabilities in natural environments**, 2<sup>nd</sup> ed. Mary Jo Noonan, 2013. This book focuses on children birth to 5. It gives future professionals specific, evidence-based knowledge on what to teach and how to teach it, with practical methods that fit into naturally occurring activities and routines. The authors synthesize nearly a decade of new developments in this revised and expanded second edition. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Together we succeed: building a better system for transitioning preschoolers with disabilities.** Padmaja Sarathy, 2005. (556.8 S243 2005 ECI).

This practical guide presents a collaborative planning process with a multi-pronged approach to address the challenges of multiple transitions that occur in the preschool years. It provides creative ideas and strategies for developing and implementing a best-practice system to achieve smooth transitions from one service delivery model to another for preschool children with special needs and their families.

**Tools for transition in early childhood: a step-by-step guide for agencies, teachers, and families.** Beth S. Rous, 2006. (556.8 R863t 2006 ECI).

This book assists professionals from different early childhood programs learn to collaborate as they establish a clear vision of what transition should look like; view transition from a general education and special education perspective; set up a formal interagency structure to ensure effective teamwork; make decisions as a group; draw up a work plan; guide children and families as they adapt to new environments, and more.

**Transition education and services for students with disabilities.** Patricia L. Sitlington, 2010. (LC 4019 s623t 2010 RHB).

This is a comprehensive textbook on transition education and services. It contains chapters on the transition process from ECI to preschool.

**Transition is more than a change in services: the need for a multicultural perspective.** Deborah A. Bruns and Susan A. Fowler, 2001. (556.8 B898t 2001 ECI).

In this report, recommended transition practices are contrasted with actual practices. Five factors, the 5C's: community context, collaboration, communication, family concerns, and continuity, are presented as principles to guide the development and utilization of transition practices for families from culturally and linguistically diverse groups.

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## Inclusion and Transition – Books (continued)

**The transition process: early intervention to preschool.** Linda Alsop, 2001. (556.8 A462 2001).

This training manual is designed to provide professionals with field tested practices and materials that support the transition process from early intervention services to the preschool environment.

**Welcoming all children: creating inclusive child care.** Tamyra Freeman, 2000. (320.11 F855 2000 ECI).

This book provides the child care center personnel with information to support their efforts to make their center an inclusive one for all children no matter what disability the child might have.

**Young children with disabilities in natural environments: methods and procedures.** Mary Jo Noonan, 2006. (325 N817y 2006 ECI).

This book is a practical guide to effective procedures for practitioners in early intervention/early childhood special education. The book explains teaching strategies that support the development and learning of infants and young children with disabilities in inclusive settings.

## Child Care, Inclusion, or Transition – Selected Websites

CLASP's Charting Progress for Babies in Child Care project links research to policy ideas and examples that support the healthy growth and development of infants and toddlers in child care settings. See <http://www.clasp.org/babiesinchildcare/publications?id=0010>.

"Early Child Care and Education: HHS and Education Are Taking Steps to Improve Workforce Data and Enhance Worker Quality" is a report by the Government Accountability Office, number GAO-12-248, released February 15, 2012. Read it at <http://www.gao.gov/products/GAO-12-248> or see the Highlights at <http://www.gao.gov/assets/590/588580.pdf>.

Early childhood education training: In module 1 of these online modules for teachers, you will learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion. See <http://community.fpg.unc.edu/connect-modules/learners/module-1>. In module 2, learn about practices to help support children and families as they transition among programs in the early care and education system. See <http://community.fpg.unc.edu/connect-modules/learners/module-2>.

"Early Childhood Inclusion" is a joint position statement on inclusion from DEC (Division for Early Childhood) and the National Association for the Education of Young Children. See [http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf).

"Effective Early Childhood Education Programs: A Systematic Review": This report systematically reviews research on the outcomes of programs that teach young children in a group setting before they begin kindergarten. [http://www.bestevidence.org/word/early\\_child\\_ed\\_Sep\\_22\\_2010.pdf](http://www.bestevidence.org/word/early_child_ed_Sep_22_2010.pdf).

Head Start information from the Early Childhood Learning and Knowledge Center is located at <http://eclkc.ohs.acf.hhs.gov/hslc>.

"Including children with disabilities in state pre-K programs" is a policy brief from the Education Law Center. See [http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief\\_InclusionChildrenWithDisabilities.pdf](http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief_InclusionChildrenWithDisabilities.pdf).

"The LEAP Model of Early Intervention for Young Children with Autism Spectrum Disorders: A Randomized, Controlled Trial". Watch this webinar at [http://www.auccd.org/template/event.cfm?event\\_id=2546](http://www.auccd.org/template/event.cfm?event_id=2546).

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## Child Care, Inclusion, or Transition – Selected Websites (continued)

The National Early Childhood Transition Center investigates and validates practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. Their website is located at <http://www.hdi.uky.edu/nectc/NECTC/Home.aspx>.

Preparing for Transition from Early Intervention to an Individualized Education Program:  
<http://www.pacer.org/parent/php/php-c158.pdf>.

Questions regarding the American with Disabilities Act (ADA), Title III (Title 3) and Child Day Care Operations. See [http://www.dfps.state.tx.us/Child\\_Care/Information\\_for\\_Providers/faq\\_ada.asp](http://www.dfps.state.tx.us/Child_Care/Information_for_Providers/faq_ada.asp).

“Research Synthesis Points on Quality Inclusive Practices”: This document, prepared by the National Professional Development Center on Inclusion, provides brief descriptions and supporting references for evidence-based and promising practices that support early childhood inclusion.  
[http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\\_0.pdf](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf).

“Staffed Family Child Care Networks: A Strategy to Enhance Quality Care for Infants and Toddlers,” from Zero to Three was developed to assist states and communities in their efforts to improve the quality of family child care for infants and toddlers. See [http://main.zerotothree.org/site/DocServer/PDF\\_2\\_-\\_FCC\\_Networks.pdf?docID=13382](http://main.zerotothree.org/site/DocServer/PDF_2_-_FCC_Networks.pdf?docID=13382).

Texas Project FIRST: Families, Information, Resources, Support, & Training has information on Texas Head Start programs: <http://www.texasprojectfirst.org/HeadStart.html>.

Zero to Three’s website has articles for parents about choosing child care, including tips and tools. See <http://www.zerotothree.org/early-care-education/child-care/>.

## Child Care, Inclusion, and Transition – Selected Journal Articles

*If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us).*

**Coaching conversations in early childhood programs: the contributions of coach and coachee.** Jayaraman G, Marvin C, Knoche L. *Infants Young Child*. 2015;28(4):323-336.

Studies to date have linked early childhood (EC) coaching to child, family, and teacher outcomes but have not investigated “what” is happening in a coaching conversation. This exploratory study specifically unpacks nuances associated with the coaching conversation process and associations between the EC coaches’ behaviors and coachees’ participation during conversations. The results highlight conversation behaviors used by both EC coaches and coachees and how these behaviors may be associated with each other in building partnerships and promoting collaborative practices. The conversational behaviors of 24 EC coach-coachee dyads were investigated by reviewing videotaped sessions of their meetings using a reliable Early Childhood Coaching Conversations coding system. Results indicated much variability in the use of conversation behaviors. Bivariate correlations provided a hint of possible conversation behaviors associated with relationship building and a “shared ownership” process during coaching conversations. Implications for future work in research and practice are discussed.

**Coaching teachers to support child communication across daily routines in early head start classrooms.**

Friedman M, Woods J. *Infants Young Child*. 2015;28(4):308-322.

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This study investigates the use of a situated coaching protocol in Early Head Start (EHS) classrooms to increase teachers' use of communication facilitation strategies with children identified with delays during typical play and caregiving routines. A single-case, multiple baseline design across 3 EHS teachers and children with communication delays was used to examine the effectiveness of coaching on teacher strategy use and child outcomes. A situated coaching approach that included directly teaching naturalistic communication strategies, demonstrating, observing, offering feedback, and facilitating teacher reflection, was implemented with fidelity in the classroom. The teachers increased their use of the communication facilitation strategies in both types of routines, although rates of implementation were higher in play than in caregiving activities. The child participants increased their rates of communication during the 6-week intervention. Teachers maintained strategy use in a follow-up 3 months after the study.

**Effects of training and coaching with performance feedback on teachers' use of pyramid model practices.** Hemmeter ML, Hardy JK, Schnitz AG, Adams JM, Kinder KA. *Topics Early Child Spec Educ.* 2015;35(3):144-156. Training and coaching with performance feedback has been effective for supporting teachers to use evidence-based instructional practices. However, coaching with performance feedback has primarily been used to support teachers to use discrete skills, and there has been little evidence of maintenance and generalization. The purpose of this study was to examine the effects of a professional development intervention on teachers' implementation of practices related to the Pyramid Model for Promoting Social-Emotional Competence in Young Children, as well as the extent to which teachers generalized and maintained those practices. A multiple probe design across sets of Pyramid Model practices replicated across three teachers was used in this study. All teachers acquired the practices and maintained the practices after coaching ended. There was some evidence of generalization for all three teachers. The effects of teacher implementation on classroom-wide incidences of challenging behavior were mixed. Teachers all rated the coaching positively.

**Helping Head Start parents promote their children's kindergarten adjustment: the Research-Based Developmentally Informed Parent Program.** Bierman KL, Welsh JA, Heinrichs BS, Nix RL, Mathis ET. *Child Dev.* 2015;86(6): 1877-1891.

Head Start enhances school readiness during preschool, but effects diminish after children transition into kindergarten. Designed to promote sustained gains, the Research-based Developmentally Informed (REDI) Parent program (REDI-P) provided home visits before and after the kindergarten transition, giving parents evidence-based learning games, interactive stories, and guided pretend play to use with their children. To evaluate impact, two hundred 4-year-old children in Head Start REDI classrooms were randomly assigned to REDI-P or a comparison condition (mail-home math games). Beyond the effects of the classroom program, REDI-P promoted significant improvements in child literacy skills, academic performance, self-directed learning, and social competence, demonstrating the utility of the approach in promoting gains in cognitive and social-emotional skills evident after the transition into kindergarten.

**Helping Latino families transition to child care.** Garcia J, Hwang SH. *Tex Child Q.* 2015;39(1). [http://www.childcarequarterly.com/summer15\\_story1.html](http://www.childcarequarterly.com/summer15_story1.html) Accessed November 20, 2015.

José, a 4-year-old boy, has moved with his family from Mexico to Texas. Because both of his parents work during the day, they have enrolled him in a child care program near their home. José understands Spanish but knows little English. Although he enjoys interacting with other children, he often does not know what to do when the teacher informs children to move to the next activity. Because his parents work all day and are new to Texas culture, they do not interact much with teachers and other parents in the program. How can his teacher best respond to José and his family?

**Helping military children make better adjustments: a working partnership between parents and teachers.** Hwang SH, Jackson-Lynch L. *Tex Child Q.* 2015;38(4). [http://www.childcarequarterly.com/spring15\\_story1.html](http://www.childcarequarterly.com/spring15_story1.html). Accessed November 20, 2015.

Lori's father, an army officer, was recently promoted and assigned to a new military base. As a result, her family would have to move again. Just 18 months earlier, the family had made another move. It had taken Lori a lot of effort to establish a good relationship with her preschool teachers and friends. With this new military assignment,

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her family would have to find a new child care program for her. It hasn't been easy for Lori to warm up to new people. At times, she becomes irritable for unclear reasons. But most of the time she is quiet and does not easily enter or participate in group activities.

**Impact of video self-monitoring with graduated training on implementation of embedded instructional learning trials.** Bishop CD, Snyder PA, Crow RE. *Topics Early Child Spec Educ.* 2015;35(3):170-182.

We used a multi-component single-subject experimental design across three preschool teachers to examine the effects of video self-monitoring with graduated training and feedback on the accuracy with which teachers monitored their implementation of embedded instructional learning trials. We also examined changes in teachers' implementation of learning trials. In each self-monitoring condition, teachers observed and recorded their implemented learning trials using video and a coding form. Conditions differed in the specificity of prompts on the coding form and the type of training and feedback provided. The combination of training, coding forms with specific prompts for learning trial components, and external feedback generally resulted in more accurate self-monitoring for two of three participants and increases in the fidelity of implementation of learning trials. Findings suggest self-monitoring can be effective for increasing the fidelity with which teachers implement embedded instructional learning trials, but systematic training and feedback are important for ensuring self-monitoring accuracy.

**Quality indicators: curriculum and lesson plans.** Parks L. *Tex Child Q.* 2015;38(4).

[http://www.childcarequarterly.com/fall15\\_story5.html](http://www.childcarequarterly.com/fall15_story5.html). Accessed November 20, 2015.

Traditionally, curriculum described what teachers considered essential learning for children at a particular age or school grade level. Early care and education teachers absorbed this concept, often to satisfy children's families, and gradually turned away from rich, play-based discovery activities toward a formula for who is taught what, and when.

**The relationship between preschoolers' attitudes and play behaviors toward classmates with disabilities.**

Yu S, Ostrosky MM, Fowler SA. *Topics Early Child Spec Educ.* 2015;35(1):40-51.

This study was conducted to examine the relationship between 32 typically developing preschoolers' attitudes and play behaviors toward their classmates with disabilities or developmental delays. Children's attitudes toward peers with disabilities were assessed using three methods: child interviews, sociometric peer ratings, and a social acceptance scale. Children's play behaviors (e.g., solitary, onlooker, parallel play, associative/cooperative play) and teachers' involvement in children's play were observed during free play over a 10-week period. Results revealed that children's identification of a classmate with an Individualized Education Program (IEP) as having a disability was negatively related to their associative/cooperative play with the classmate. Typically developing children's sociometric ratings of classmates with disabilities were positively related to their associative/cooperative play with classmates with disabilities. In addition, children's sociometric ratings were a stronger indicator of whether a typically developing child would play with a classmate with a disability than was identification of a classmate as having a disability. Suggestions for future research and implications for practice are discussed.

**A strategy to increase the social interactions of 3-year-old children with disabilities in an inclusive classroom.** Stanton-Chapman TL, Brown TS. *Topics Early Child Spec Educ.* 2015;35(1):4-14.

The current study evaluated the play behaviors of children with disabilities (e.g., developmental delays, specific language impairment) who participated in a social communication intervention targeting skills such as initiations, responses, name use, proximity, and turn-taking. Three children who were enrolled in an inclusive classroom met the inclusion criteria. A multiple baseline design was used to determine the effects of the intervention. The social communication intervention was highly effective for all children in increasing the rate of parallel play behaviors. Several implications for practice were derived from the findings. By teaching children social communication strategies, the quality of social interactions that children have with their peers is likely to improve. The intervention offers a more systematic technique for teaching social communication and play skills than do informal strategies commonly used by teachers.

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**Toddlers and child care: a time for discussion, dialogue, and change.** Gloeckler L, La Paro KM. *Zero Three*. 2015;36(2):45-52.

Research indicates that many toddlers experience low to mediocre quality child care settings with limited interactions and learning opportunities available. This article uses the context of brain and development research to describe toddlers' experiences in child care. Reporting on the established connections between toddlers' experiences and later outcomes and the quality of child care environments, the authors conclude with a call to the field for, (a) the designation of toddlerhood as a unique developmental period, (b) increased resources to expand research on toddlers' experiences in child care, and (c) continued focus in the area of higher education and professional development for the development of high-quality effective toddler teachers.

**The transition to kindergarten for children with and without disabilities: an investigation of parent and teacher concerns and involvement.** Welchons LW, McIntyre LL. *Topics Early Child Spec Educ*. 2015;35(1):52-62.

The transition to kindergarten is regarded as a critical early childhood developmental milestone with important implications for later school outcomes. Despite its importance, few empirical studies examine kindergarten transition and fewer examine transition from the perspective of multiple stakeholders. The goal of the current study was to explore family and teacher concerns and involvement in transition practices among both children who were typically developing (TD; n = 52) and children with developmental delays and disabilities (DD; n = 52). Data collection involved parent, preschool teacher, and kindergarten teacher reports of concerns and involvement in transition and parent and preschool teacher reports of child behavior. Results showed that involvement of families and preschool teachers, but not kindergarten teachers, was higher for children with DD than children who were TD. In addition, preschool teachers, but not kindergarten teachers or families, were found to have higher involvement for children with poorer socio-behavioral competencies.

**Welcome back! Helping young children return to your program after hospitalization.** Weinberger N. *Tex Child Q*. 2015;39(2). [http://www.childcarequarterly.com/fall15\\_story1.html](http://www.childcarequarterly.com/fall15_story1.html). Accessed November 20, 2015.

Every week I'm lucky enough to spend a couple of hours reading to hospitalized children. Sometimes I also get to be with other formerly hospitalized children as a camp volunteer. In spite of their incredibly varied experiences, one thing stands out: kids will be kids! This can mean many things, but to me as a volunteer, who just happens to be a developmental psychologist, it means that young children want to feel safe, want to explore their world, and want to have fun.

# Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 26, ISSUE 11

NOVEMBER 2015

## LEGAL SPOTLIGHT

### YOU BE THE JUDGE

Do passing grades disqualify this child with ADHD from OHI eligibility? **Page 2**

### WASHINGTON WATCH

Duncan to retire by end of year; groups urge Head Start to keep disability coordinator requirement; more. **Page 7**

### DECISIONS & GUIDANCE

Read recent legal decisions in early childhood cases. **Pages 10-12**

#### Quick Tip

Executive functioning skills are essential to improving student learning and predictive of student success later in life, research shows.

To promote students' skills development in the early childhood setting:

- Introduce games that require students to pay attention amid distractions.
- Help students learn from mistakes through guided reflection.
- Praise children for their efforts, to foster a growth mindset.

Get additional tips on **page 9**.

## COVER STORY

### OSEP officials defend statement on early childhood inclusion

When the Education and Health and Human Services departments issued a final statement on including children with disabilities in early childhood programs on Sept. 14, they softened a draft statement's language on schools that serve only children with IEPs. Specifically, they replaced the word "segregated" with "separate" when referring to specialized centers.

Sherry Kolbe, CEO of the National Association of Private Special Education Centers, was not impressed, saying the change in terminology could not disguise a bias against her members.

But on Sept. 16, OSEP chief Melody Musgrove defended the statement, saying that while placements for children with disabilities lie on a continuum, there is nonetheless a mandate to put such children as far as possible toward one end of that spectrum. **Full story, page 4.**

#### Addressing design

The Education Department's focus is on making sure that as the early childhood sector expands, it does so in an inclusive way, says OSEP chief Melody Musgrove. **See page 4.**

## HIGHLIGHTS

### Make time for wise data use in early childhood settings

Develop long-term and daily plans for collecting and using data, advises a preschool director. To start, stay focused on assessment as a tool to inform instruction rather than allowing it to drive your curriculum. **Page 3**

### Eye on Autism: Match intervention to function of behavior

Learn why you should resist knee-jerk reactions to students' challenging behaviors and how you can support appropriate behavior in the classroom. **Page 5**

### Foster safe environment for child victims of trauma

Share with staff these tips to recognize signs of trauma and build young students' coping strategies. **Page 6**

### Ensure technology is interactive to engage early learners

Make sure parents are not using technology just to keep their child occupied. Think about how the technology can be used to increase engagement. Consider these tips from a Maryland special ed administrator. **Page 8**

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**Infant Mental Health Journal – November/December 2015**

Pre- and Postnatal Modifications in Parental Mental Representations in Three Cases of Fetal Gastroschisis Diagnosed During Pregnancy (pages 613–622)

Antonella Tripani, Sandra Pellizzoni, Rosella Giuliani, Stefano Bembich, Andrea Clarici, Isabella Lonciari and Massimo Ammaniti

Editor's Statement (page 537)

Paul Spicer

Long-Term Follow-Up Study of A Randomized Controlled Trial of Mother–Infant Psychoanalytic Treatment: Outcomes on Mothers and Interactions (pages 542–555)

Majlis Winberg Salomonsson, Kimmo Sorjonen and Björn Salomonsson

The Impact of Depression on Maternal Responses to Infant Faces in Pregnancy (pages 588–598)

J.A. Macrae, R.M. Pearson, R. Lee, D. Chauhan, K. Bennert, A. Burns, H. Baxter and J. Evans

Efficacy of the 20-Week Circle of Security Intervention: Changes in Caregiver Reflective Functioning, Representations, and Child Attachment in an Australian Clinical Sample (pages 556–574)

Anna Huber, Catherine A. McMahon and Naomi Sweller

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### **Journal of Early Intervention – September 2015**

Anke Buschmann, Bettina Multhauf, Marcus Hasselhorn, and Joachim Pietz. Long-Term Effects of a Parent-Based Language Intervention on Language Outcomes and Working Memory for Late-Talking Toddlers  
Journal of Early Intervention September 2015 37: 175-189.

Aristea Fyssa and Anastasia Vlachou. Assessment of Quality for Inclusive Programs in Greek Preschool Classrooms. Journal of Early Intervention September 2015 37: 190-207.

Diane M. Sainato, Rebecca S. Morrison, Sunhwa Jung, Judah Axe, and Patricia A. Nixon.  
A Comprehensive Inclusion Program for Kindergarten Children with Autism Spectrum Disorder. Journal of Early Intervention September 2015 37: 208-225.

Debra H. Zand, Katherine J. Pierce, Margaret W. Bultas, Stephen Edward McMillin, Rolanda Maxim Gott, and Jennifer Wilmott. Accuracy of Knowledge of Child Development in Mothers of Children Receiving Early Intervention Services. Journal of Early Intervention September 2015 37: 226-240.

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## **Texas Child Care – Fall 2015**

### Features

Welcome back! Helping young children return to your program after hospitalization.  
Nanci Weinberger

Mirrors: Playing with reflections.  
Louise Parks

Vines: Plants that go up and out.

Applying math and science concepts in preschool classrooms.  
Hannah Mills Mechler

Quality indicators: Curriculum and lesson plans  
Louise Parks

### Departments

Stuff and new stuff: A new book on play for adults... and two playful new books for children

Back to basics: Child guidance: Getting inside the child's world

Early Childhood Intervention: Building motor skills

Child Care Licensing: Prevent tragedy during meal times

Building a business: Fundraising tip: Quote A Path Appears / Advocacy: More and better preschool / Little Free Library: Start one? / Don't underestimate your influence: A lesson

Texas Parenting News: Plan ahead for holiday visits / Help children with social/emotional learning / Plan for higher education

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## **Zero to Three – November 2015**

### *Parenting Under Stress*

Parenting in the 2000s: Learning from Millennial Moms and Dads.  
Claire Lerner

Strong Military Families Program: A Multifamily Group Approach to Strengthening Family Resilience.  
Kate Rosenblum, Maria Muzik, Rachel Waddell, Stephanie Thompson, Lauren Rosenberg, Gabriella Masini, and Karen Smith

Holding the Holders: An Interdisciplinary Group Well-Child Model.  
Mary Ann Marchel, Heather Winesett, Katie Hall, and Casey Ladd

Mindfulness, Emotional Availability, and Emotional Attachment: Three Pillars of Daily Practice.  
Zeynep Biringen, Lia Closson, Abigail Derr-Moore, Deborah Pratt, Kylie Pybus, Hannah Saunders, Virginia Warren, Rachel G. Lucas-Thompson, J.J. Harman, and Madalynn Neu.

Building an Evidence-Based Mental Health Program for Children with a History of Every Adversity.  
Maria Kroupina, Marlous Vermeulen, and Stephanie Moberg.

Identifying Risk and Promoting Resilience in Infants and Toddlers with Fetal Alcohol Spectrum Disorders.  
Prachi Shah, Tedi Milgrom, Tiffany Munzer, and H. Eugene Hoyme.

Also in this issue:

This Issue and Why it Matters  
Stefanie Powers

Toddlers and Child Care: A Time for Discussion, Dialogue, and Change  
Lissy Gloeckler and Karen M. La Paro