


A Resource Guide *for* Professional Development



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Introduction

Part C of the Individuals with Disabilities Education Act (IDEA) requires each State and jurisdiction to develop a Comprehensive System of Personnel Development (CSPD) (U.S. Code of Federal Regulations, 1997). Each state must develop a system to insure that personnel providing services to infants and toddlers and their families possess the appropriate skills needed to provide service in a comprehensive, family centered, culturally competent, and community-based system of care. The design of the CSPD should also assist the provider in identifying professional growth activities for acquiring and adopting contemporary practices of service delivery. The District of Columbia's Early Intervention Program (DCEIP) initiated the DC CSPD and designed it to be a comprehensive, cohesive approach to capacity building for service providers. DC CSPD also established the District of Columbia's Early Intervention (DCEI) Credentialing System. The following resources and area course offerings were compiled to assist early interventionists in the District of Columbia in completing the requirements for credentialing with the District of Columbia Early Intervention Program.

This guide is divided into sections such as print resources (articles, books, journals, training curricula), electronic resources (web sites), videos, assessment tools, and academic courses offered through university programs throughout the District of Columbia metropolitan area. Using this manual may assist the reader in completing certain credentialing criteria, but does not guarantee that the District of Columbia's Early Intervention Program, Comprehensive System of Personnel Development reviewers will automatically accept these resources and courses as satisfying credentialing requirements.

This guide contains an extensive, but not an exhaustive list of resources. There are resources and academic course offerings beyond the scope of this guide that may also satisfy credentialing requirements. In addition, it is up to each individual service provider who uses this manual to make sure that they have the current version or set of information about the items they choose to use.

Please contact the Georgetown University Center for Child and Human Development with comments, concerns, or updates.

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Articles

There have been literally thousands of articles written on the topics related to early intervention. The following list includes recently published articles (1995-2004) that promote the current practice of culturally competent, family-centered, and community based services in natural environments. The list represents a wide sample of topic areas. It is divided into the core areas covered by the District of Columbia's Early Intervention Program Division. It is important for early interventionists to keep up with the literature in their own discipline as well as on issues found in cross discipline resources.

Infants and Toddlers with Special Needs

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Program Implementation

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Books

There have been many books in various disciplines written on the topic of early intervention. We could not possibly list them here in this volume. The list of books below represents a wide sample providing the reader with a sense of the breath of information that is available. The books are listed alphabetically according to authors.

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Journals

The following is a list of journals from a variety of organizations. These journals contain current information about topics in early intervention from various disciplines.

Adapted Physical Activity Quarterly

Human Kinetics Publishers
Champaign, IL

American Annals of the Deaf

Gallaudet University
Washington, DC

American Journal of Audiology

American Speech-Language Hearing Association
Rockville, MD

American Journal of Mental Retardation

American Association of Mental Retardation
Washington, DC

American Journal of Occupational Therapy

American Occupational Therapy Association
Bethesda, MD

American Journal of Physical Medicine and Rehabilitation

Lippincott, Williams & Wilkins
Philadelphia, PA

American Journal of Speech-Language Pathology

American Speech-Language-Hearing Association
Rockville, MD

American Psychologist

American Psychological Association
Washington, DC

American Rehabilitation

Superintendent of Documents
Washington, DC

Annals of Dyslexia

International Dyslexia Society
Baltimore, MD

Annual Reviews of Public Health

Annual Reviews Inc.
Palo Alto, CA

Archives of Disease in Children

BMJ Publishers Group
London, England

Assessment for Effective Intervention

Council for Exceptional Children
Arlington, VA

Autism: The International Journal of Research and Practice

Sage Publications
Thousand Oaks, CA

Behavior Modification

Sage Publications
Thousand Oaks, CA

Behavioral Disorders

Council for Exceptional Children
Arlington, VA

Beyond Behavior

Council for Exceptional Children
Arlington, VA

Brain Development and Behavior

Academic Press
New York, NY

Canadian Journal of Occupational Therapy

Canadian Association of Occupational Therapists
Ottawa, Canada

Child and Family Behavior Therapy

Haworth Press
Binghamton, NY

Child and Youth Care Forum

Kluwer Academic/Human Sciences Press
Norwell, MA

Child and Youth Services

Haworth Press
Binghamton, NY



**Child Abuse and Neglect:
The International Journal**

Pergamon Press
New York, NY

Child Development

Blackwell Publishers
Malden, MA

Child Language Teaching and Therapy

Edward Arnold Publishers
London, UK

Child Maltreatment

Sage Publications
Thousand Oaks, CA

Children and Youth Services Review

Pergamon Press
New York, NY

Children's Health Care

Lawrence Erlbaum Associates, Inc
Mahwah, NJ

Clinical Neuropsychologist

Swets and Zeitlinger Publishers
Downingtown, PA

Communication Disorders Quarterly

Pro-Ed
Austin, TX

Community Mental Health Journal

Human Sciences Press
New York

Creativity Research Journal

Lawrence Erlbaum Associates, Inc.
Mahwah, NJ

Cultural Survival Quarterly

Cultural Survival
Cambridge, MA

Deafness and Education International

Whurr Publishers Ltd.
London, UK

Developmental Disabilities Bulletin

Developmental Disabilities Center
Edmonton, Canada

Developmental Medicine and Child Neurology

MacKeith Press
London, England

Developmental Psychobiology

New York Academy of Sciences
New York, NY

Developmental Science

Blackwell
Oxford, UK; Malden, MA USA

Disabilities and Society

Carfax Publishing
Philadelphia, PA

Down Syndrome Research and Practice

Downs Ed Limited
Portsmouth, UK

Early Childhood Education Journal

Human Sciences Press
New York, NY

Early Childhood Research and Practice

Early Childhood and Parenting Collaborate
Champaign, IL

Early Childhood Research Quarterly

Ablex Publishing Corporation
Norwood, NJ

Educating Children for Democracy

International Step by Step
New York, NY

**Education and Training in
Developmental Disabilities**

Council for Exceptional Children
Arlington, VA

Education and Treatment of Children

The Roscoe Ledger
Roscoe, PA

Emotional and Behavioral Difficulties

Sage Publications
Thousand Oaks, CA

Exceptional Children

Council for Exceptional Children
Arlington, VA



Print Materials

Exceptional Parent

Psy-Ed Corp.
Oradell, NJ

Exceptionality

Lawrence Erlbaum Associates, Inc.
Mahwah, NJ

Focus on Autism and Other Developmental Disabilities

Pro-Ed
Austin, TX

Focus on Exceptional Children

Love Publishing Co.
Denver, CO

Gifted and Talented International

World Council for Gifted and Talented Children
Williamsburg, VA

Gifted Child Quarterly

National Association of Gifted Children
Washington, DC

Gifted Child Today

Prufrock Press
Waco, TX

Healing Magazine

Kids Peace
Bethlehem, PA

Hearing Loss: The Journal of Self-Help for Hard of Hearing People

Self Help for Hard of Hearing People
Bethesda, MD

Human Development

Karger
Switzerland

Infancy

Lawrence Erlbaum Associates, Publishers
Mahwah, NJ

Infant Behavior and Development

Elsevier Science, Inc.
New York, NY

Infant and Toddler Intervention: The Transdisciplinary Journal

Singular Publishers
San Diego, CA

Infants and Young Children

Lippincott Williams and Wilkins, Inc.
Hagerstown, MD

Infant Mental Health Journal

Human Sciences Press
New York, NY

International Journal of Disability, Development and Education

Carfax Publishing
Philadelphia, PA

Intervention in School and Clinic

Pro-Ed
Austin, TX

Journal for the Education of the Gifted

Prufrock Press
Waco, TX

Journal of Abnormal Psychology

American Psychological Association
Washington, DC

Journal of Applied School Psychology

Haworth Press
Binghamton, NY

Journal of the Association for the Severely Handicapped

TASH Publications

Journal of Autism and Developmental Disorders

Kluwer Academic/Plenum Publishers
Norwell, MA

Journal of Child Psychology and Psychiatry and Allied Disciplines

Blackwell
Southampton, UK

Journal of Child Sexual Abuse

Haworth Press
Binghamton, NY



Journal of Clinical Child and Adolescent Psychology

Lawrence Erlbaum Associates, Inc.
Mahwah, NJ

Journal of Communication Disorders

Elsevier Science, Inc.
New York, NY

Journal of Creative Behavior

Creative Education Foundation, Inc.
Buffalo, NY

Journal of Deaf Studies and Deaf Education

Oxford University Press
Cary, NC

Journal of Disability Policy Studies

Pro-Ed
Austin, TX

Journal of Developmental and Learning Disorders

The Interdisciplinary Council on Developmental & Learning Disorders
Bethesda, MD

Journal of Developmental and Physical Disabilities

Kluwer On-Line
Norwell, MA

Journal of Early Intervention

Council for Exceptional Children
Arlington, VA

Journal of Educational and Psychological Consultation

Lawrence Erlbaum Associates
Mahwah, NJ

Journal of Educational Audiology

Educational Audiology Association
Tampa, FL

Journal of Emotional and Behavioral Disorders

Pro-Ed
Austin, TX

Journal of Experimental Psychology: Learning, Memory, and Cognition

American Psychological Association
Washington, DC

Journal of Intellectual and Developmental Disabilities

Carfax Publishing
Philadelphia, PA

Journal of Learning Disabilities

Pro-Ed
Austin, TX

Journal of Optometric Vision Development

College of Optometrists in Vision Development
St. Louis, MO

Journal of Positive Behavior Interventions

Pro-Ed
Austin, TX

Journal of Research in Special Education Needs

Blackwell Publishing
Boston, MA

Journal of Social Work in Disability and Rehabilitation

Haworth Press
Binghamton, MA

Journal of Special Education

Pro-Ed
Austin, TX

Journal of Special Education Leadership

Council of Exceptional Children
Albuquerque, NM

Journal of Special Education Technology

Technology and Media Division of CEC
UNLV/Las Vegas, NV

Journal of Speech and Hearing Disorders

American Speech and Hearing Association
Danville, IL

Journal of Speech, Language and Hearing Research

American Speech and Hearing Association
Rockville, MD

Journal of Speech, Language and Audiology

Canadian Association of Speech-Language Pathologists and Audiologists
Ottawa, Canada



Journal of the American Academy of Child Adolescent Psychiatry

Lippincott, Williams, & Wilkins
Philadelphia, PA

Journal of the International Neuropsychological Society

Cambridge University Press
New York, NY USA

Journal of Visual Impairment and Blindness

American Foundation for the Blind
New York, NY

Language, Speech, and Hearing Services in Schools

American Speech-Language-Hearing Association
Rockville, MD

Learning Disabilities: A Multidisciplinary Journal

Learning Disabilities Association
Pittsburgh, PA

Learning Disabilities: Research and Practice

Blackwell Publishers
Malden, MA

Learning Disabilities: A Contemporary Journal

Learning Disabilities Association of Massachusetts
Weston, MA

Learning Disabilities Quarterly

Counsel for Learning Disabilities
Leesburg, VA

Mental Health Aspects of Developmental Disabilities

Psych-Media
Bear Creek, NC

Mental Retardation

American Association of Mental Retardation
Albany, NY

Neonatal Network: The Journal of Neonatal Nursing

Academy of Neonatal Nursing
Santa Rosa, CA

Occupational Therapy in Health Care

Haworth Press
Binghamton, NY

Occupational Therapy in Mental Health

Haworth Press
Binghamton, NY

Occupational Therapy Journal of Research

Slack, Inc.
Thorofare, NJ

OT Practice

American Occupational Therapy Association
Bethesda, MD

Pediatrics

American Academy of Pediatrics
Evanston, IL

Pediatric Nursing and Health

W.B. Saunders
Pensacola, FL

The Pediatric Physical Therapy

American Physical Therapy Association,
Section on Pediatrics
Alexandria, VA

Physical and Occupational Therapy in Pediatrics

Haworth Press
Binghamton, NY

Physical Disabilities: Education and Related Services

Boyd Printing Company
Albany, NY

Physical Therapy

American Physical Therapy Association
Alexandria, VA

PT Magazine

American Physical Therapy Association
Alexandria, VA

Psychology in the Schools

John Wiley and Sons
New York, NY

Qualitative Health Research

Sage Publications
Thousand Oaks, CA



Report on Emotional and Behavioral Disorders in Youth

Civic Research Institute
Kingston, NJ

Research and Practice for Persons with Severe Disabilities

The Association for Persons with Severe Handicaps
Baltimore, MD

Research in Developmental Disabilities

Pergamon Press
New York, NY

Social Science Medicine

Pergamon Press
New York, NY

Social Work in Mental Health

Haworth Press
Binghamton, NY

Special Education Technology Practice

Knowledge by Design
Whitefish Bay, WI

Support for Learning

Blackwell Publishers
Malden, MA

Teaching Exceptional Children

Council for Exceptional Children
Arlington, VA

Technology and Disability

IOS Press
Burke, VA

The Future of Children

A Publication of the David and Lucile Packard Foundation
Gaithersburg, MD

The Journal of International Special Needs Education

Counsel for Exceptional Children
Arlington, VA

Topics in Early Childhood Special Education

Pro-ed
Austin, TX

Topics in Language Disorders

Aspen Systems Corporation
Rockville, MD

Young Children

National Association for Education of Young Children
Washington, DC

Young Exceptional Children

Counsel for Exceptional Children
Denver, CO

Zero to Three

ZERO TO THREE: National Center for Infants, Toddlers, and Families
Washington, DC



Child Curricula

The following are a list of curricula that are designed to assist the early interventionist in providing programming. Specific strategies and methods are detailed. Adaptations may be included to accommodate infants and toddlers with a variety of disabilities.

The Affect-Based Language Curriculum (ABLC): An Intensive Program for Families, Therapist and Teachers

Greenspan, S. Lewis, D. International Council for Development and Learning Disorders.

An intensive program for families, therapists, and teachers. It involves an innovative approach to the development of language that integrates the affect based model of human development, developed by Greenspan (e.g., the Floor Time Model), with the development of receptive and expressive language, imitation, pragmatics, and engagement. The curriculum incorporates the principles of Systematic Instruction and Applied Floor Time as the primary teaching strategies. It also includes supplemental oral motor and augmentative communication techniques that support the development of language.

Assessment, Evaluation and Programming System (AEPS) for Infants and Children, Second Edition

Bricker, D. Baltimore, MD: Paul H. Brookes Publishing Co.

A curriculum-embedded assessment system for educators of infants and young children who long for simple, straightforward and functional strategies. This is a measurement tool that links assessment to intervention. It begins with an assessment of children from birth to six years of age in six developmental areas: fine motor, gross motor, cognitive, adaptive, social-communication and social. AEPS helps identify educational targets tailored for each child's needs, formulate developmental appropriate goals, conduct before and after evaluations to ensure interventions are working and involve families in the whole process.

The Carolina Curriculum

Johnson-Martin, N. M., Attermeier, S. M., Hacker, B. J. (2004). Baltimore, MD: Paul H. Brookes Publishing Co.

An assessment and intervention program designed for children from birth to five years who have mild to severe disabilities. With the new editions of this proven curriculum, professionals in home-, school-, or center-based environments will have an easy-to-use, criterion-referenced system that clearly links assessment with intervention and lets them work closely with the child's teachers, family members, and other service providers.

Child Care Curriculum on Inclusion: Practical Strategies for Early Childhood Programs

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

The approach suggests that by providing high quality care, young children of all abilities will grow and learn successfully. Information is offered that ranges from the history of inclusion to building partnerships with families and arranging the environment for learning. Activities, examples and forms are provided throughout.

The Creative Curriculum for Infants & Toddlers

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

Provides a comprehensive yet easy-to-use framework for planning and implementing a developmentally appropriate program. Developed in collaboration with several Early Head Start grantees, the curriculum is designed for use in both center-based and family child care settings. The curriculum emphasizes that relationships between caregivers and children and their families form the basis for intervention with very young children.

Educating and Caring for Very Young Children: The Infant/Toddler Curriculum

Bergen, D., Reid, R., & Torelli, L. (2000). Teachers College, Press.

Expanding on the idea of curriculum as a dynamic, responsive experience rather than a rigid learning structure, the authors stress the need for education along with nurturing for very young children. They focus on play as the basis for curriculum and show how infant/toddler "educators" can combine theory and practice, taking into account both the physical and social environments. Through case descriptions of actual children, this volume discusses how to accommodate children with different developmental levels, backgrounds, personalities, and special needs. Finally, the authors examine infant/toddler curriculum in the context of family, community, and society, and explore ways to enhance curriculum quality. Based on up-to-date research, this book is an essential tool for early childhood educators, administrators, parents, and all involved in the care and development of young children.

**First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families**

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

Designed to provide sensitive opportunities to acquaint parents with their infant's characteristics through formal and informal assessments. Provides good information about infant/toddler development and praise/encouragement for families.

Inclusive Child Care: Mainstreaming Young Children
Coleman, B. (2000). Carrboro, NC: Partnerships for Inclusion.

Designed as a curriculum for early childhood classes in community colleges. The curriculum is presented as eight modules that are designed to be used sequentially. The course was developed for professionals serving children age's birth through five years, including preschool and child care personnel, early intervention professionals, and other early care and education staff.

Parent-Infant Communication

Schuyler, V., & Sowers, J. (1998). (4th ed.). Portland, OR: Hearing and Speech Institute.

A family-centered curriculum for developing listening and communication skills in young children with hearing loss or language delay. It's divided into three sections: materials for use with children (objectives, landmarks, and activities, all of which are keyed to family involvement); materials for families; and materials for students/practitioners.

Transdisciplinary Play-Based Intervention (TPBI) Guidelines for Developing Meaningful Curriculum for Young Children

Linder, T. (1993). Baltimore, MD: Paul H. Brookes Publishing Co.

This detailed guide offers individualized play-based intervention activities for young children in home- and center-based environments. TPBI helps the family and other transdisciplinary members determine a child's goals and behavioral objectives based on the TPBA Summary Sheets. Offering creative strategies for addressing developmental objectives, TPBI focuses on pleasurable interactions and functional activities that are a natural part of a child's day.



Provider Training Curricula

The following is a list of training curricula designed for preservice and inservice training for early intervention providers. They cover a variety of topics relevant to early intervention including family centered care, Individualized Family Service Plan (IFSP) development, assistive technology, and cultural competence. They may include materials such as videos, manuals, and overhead slides or handouts.

Assistive Technology: A Training Manual for Interdisciplinary Teams

Reinhartsen, D. (Ed.). (1996).

This curriculum captures effective instructional sequences for training about key aspects of assistive technology (i.e. technology and the law, literacy skills, funding, devices, assessment). Each content module provides essential instructional components, including learning objectives, a content overview, an instructional outline with overhead/handout cues, discussion questions and applications, and all related instructional materials. Each module is completely self-contained and designed to be presented alone, with other modules, or used for independent study. *Distributed by Jo Ann Campbell, CDL Library, Center for Development and Learning, CB #7255, UNC Campus, Chapel Hill, NC 27599.*

Building Babies Brains: A Training for Infant/Toddler caregivers

Nalley, D., Hamilton, T., & Casbon, C. (Eds). (2001).

All the materials (script, handouts, activities, discussion questions, transparencies) for providing a one-day workshop are included in this set. It was designed to help caregivers learn how to interact with infants and toddlers and why to interact with them based on recent brain research. This resource would be a useful addition for faculty and trainers. *Distributed by SERVE (South Eastern Regional Vision for Education), Greensboro, NC.*

Challenging Behaviors

Olson, J., Fodor, J., & Parks, L. (2001).

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

Collaborative Working Relationships

Elder Associates. (1994).

The activities and formats included in this two part resource address key areas of getting people to work together effectively, including understanding and appreciating differences, motivation for collaboration, and roles and responsibilities for collaboration. The facilitator's manual provides all instructional materials for delivering four 3 1/2 hour modules, including interactive learning activities and transparency masters. The accompanying participant's workbook contains 35 interactive projects and assessment tools, the Personal Development Profile (a learning instrument to identify work) behavioral strengths, and a supplemental reading list. *Distributed by Elder Associates, Austin, TX.*

Colorado's Service Coordination Core Training Program

Edelman, L., & Dell, P. (2000).

Developed by the Colorado Department of Education and JFK Partners, this training program provides basic foundational instruction to early intervention service coordinators. The Core Training Program offers essential information and preferred practices in serving families with children birth through three who receive services under Part C of the Individuals with Disabilities Education Act (IDEA). It consists of nine modules and is designed to be delivered in an intensive two-day plus two-day format over the course of a month. The entire program, including Power Point presentations (with speaker's notes), trainer's materials and learners' handouts can be downloaded from: www.cde.state.co.us/earlychildhoodconnections/scct.htm. *Distributed by Colorado Department of Education.*

Community Partnerships: Working Together

U.S. Department of Health and Human Services. (1996).

This is a collection of practical training materials on collaboration. This volume is from the series *Training Guides for the Head Start Learning Community*. Four modules (What Is Collaboration, Elements of Success, Challenges of Collaboration, Practicing the Collaborative Process) are provided. Each module includes learning outcomes, key concepts, background information, activities and handouts, as well as ideas to extend practice. *Distributed by the U.S. Government Printing Office, Washington, DC.*



Coping with the Challenges of Disability

Blue-Banning, M., Stantelli, B., Guy, B., & Wallace, E. (1994).

These materials were designed to share information with parents or primary caregivers of children with disabilities about cognitive coping strategies. The content, presenter guidance, activities and family stories are diverse, engaging and clearly presented. They provide information about ways that families of children with disabilities cope with their experiences. This is a good resource for preservice or inservice audiences. *Distributed by Beach Center on Families and Disabilities in Lawrence, KS.*

A Core Curriculum and Training Program to Prepare Paraeducators to Work in Center and Home-Based Programs for Young Children with Disabilities from Birth to Age Five.

Pickett, A. L., Semrau, B., Faison, K., & Formanek, J. (2002). (3rd ed.).

This competency-based instructional program is designed to build on life and work experiences that participants bring to the training. The format for the instructional modules includes objectives, equipment, and resources needed, suggested training activities, background information, handouts and transparencies. The competencies, content and format of the materials were field tested nationwide at sites that included community colleges, local school districts and other educational delivery systems. *Distributed by National Resource Center for Paraprofessionals.*

A Creative Adventure: Supporting Development and Learning Through Art, Music, Movement and Dialogue: A Guide for Parents and Professionals

Educational Services, Inc. (2000)

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

Dealing with Differences: A Training Manual for Young People and Adults on Intergroup Relations, Diversity, and Multicultural Education

O'Malley, M. & Davis, T. (1994).

This curriculum is designed for individuals who are interested in facilitating workshops, classes and training sessions on understanding diversity, promoting multicultural education and improving intergroup relations. Information is provided for trainers of varying skill levels, including introductory sections with tips on designing and facilitating training (novice) and conceptual frameworks for further exploration (advanced). The manual includes ideas for organization of training, instructional approaches, dividing groups, providing feedback and planning next steps. Each activity includes goals, materials, procedures and trainers notes along with reproducible overheads and handouts. *Distributed by Crossroads Communications, PO Box 343, Efland, NC 27243.*

Developing Cultural Competence in Early Childhood Assessment

Moore, S. M., Beatty, J., & Perez-Mendez, C. (1995).

These training materials were developed in response to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. *Distributed by Chad Koffman, Department of Speech, Language, and Hearing Science, University of Colorado at Boulder, Box 499/409, Boulder, CO 80309.*

Dimensions of Diversity

Lynch, E. W. (1996).

By helping trainers and instructors extend their own skills in diversity training as it relates to young children with disabilities into child care and education programs, this resource hopes to promote opportunities for inclusive community opportunities. While developed to accompany the Project Exceptional curriculum, the content, activities and suggestions provided could be used in many ways. The "Door Openers" (statements and questions to open dialog about diversity) are useful for starting short conversations or longer, deeper discussions. *Distributed by, Institute on Human Services/Sonoma State University, Rohnert Park, CA.*



Diversity Training Module: Fostering Awareness, Implementation, Commitment, and Advocacy

Jarvis, V. T., & Rodriguez, P. (1998).

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

Effective Transition Practices: Facilitating Continuity

U.S. Department of Health and Human Services. (1996).

This is a practical set of training materials on transition that includes a volume from the series Training Guides for the Head Start Learning Community. Three modules (“Transition and Change,” “Transition and Community,” “Partnerships for Continuity”) include learning outcomes, key concepts, background information, activities and handouts as well as ideas to extend practice. *Distributed by the U.S. Government Printing Office, Washington, DC.*

Empowerment Skills for Family Workers

Dean, C., Crane, B., Dull, J. A., & Lawrence, B. (1997).

A set of three related monographs from this comprehensive curriculum for the New York State Family Development Training and Credentialing Program. Chapters address competencies in areas that include building mutually respectful relationships with families, communication, cultural competence, home visiting and collaboration. The *Trainer’s Manual* includes activities, discussion questions, transparencies, and handouts for over 100 hours of interactive training sessions. The *Field Advisor’s Manual* includes portfolio forms and other materials that can be used to support and supervise practice. The *Worker Handbook* provides resources, questions and activities for extending individual learning. These materials could easily be used in preservice or inservice settings to develop skills and competencies necessary for effective family-professional collaboration. *Distributed by Cornell Resource Center, 7 Business and Technology Park, Ithaca, NY 14850.*

Emerging Literacy: Linking Social Competence to Learning

Head Start Information and Publication Center. (1999).

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

Essential Connections: Ten Keys to Culturally Sensitive Child Care

Center for Child and Family Studies

This is a 36-minute videotape that is accompanied by a “magazine”. The videotape does a sensitive job of illustrating principles for creating culturally sensitive child care environments. The magazine offers additional text about the ten areas (“Provide Cultural Consistency, Work Toward Representative Staffing, etc.) discussed. Each area could provide the basis for discussion and strategizing about program-specific applications. Materials are also available in Chinese and Spanish. *Distributed by California Department of Education, Sacramento, CA.*

Family and Child Transitions into Least Restrictive Environments (FACTS/LRE) Publications

FACTS/LRE Project. (1999).

This federal project includes: five instructional modules on aspects of transition. Topics covered include interagency agreements, entering a new preschool, facilitating inclusion in community settings, planning transitions to preschool and writing an interagency agreement on transition. *Available free by downloading from the Web at <http://facts.crc.uiuc.edu>*

Family and the IFSP Process

Kennedy Krieger Institute. (1993).

This instructional package includes a 90-minute training video and a facilitator’s guide. The videotape is structured to provide information about and illustrations of key landmarks in the IFSP process (first contacts, development of outcomes, identifying family concerns, priorities and resources, initial IFSP meetings, development of transition plans). The illustrations take the form of vignettes in which practices that are less than family-centered are shown in black and white and family-centered approaches are shown in color. Viewers can easily be cued to watch for specific actions that may create barriers or that foster positive, collaborative relationships. The accompanying facilitator’s guide provides clear suggestions for use of the materials as part of a statewide, local, inservice, preservice, part-day or multi-day training experience, along with activities and handouts. *Distributed by Kennedy Krieger Institute Training and Products Division, 7000 Tudsbury Road, Baltimore, MD 21244.*



Family-Centered Communication Skills: Facilitator's Guide

Edelman, L., Greenland, B., & Mills, B. L. (1992). This manual contains materials and step-by-step instruction for conducting a training session on family-centered communication. The learning sequence is designed for interdisciplinary audiences and benefits greatly from the participation of parents. Activities focus on using positive language, active listening techniques and strategies for communicating clearly and respectfully. *Distributed by Kennedy Krieger Institute, Training and Products Division, 7000 Tudsbury Road, Baltimore, MD 21244.*

Family-Focused Practice in Out-of-Home Care: A Handbook and Resource Directory

Brazier, D. J. (1996). This publication is designed to help leaders in out-of-home care agencies to bring a family focus to their policy, administrative, and program structures. Background articles, first person narratives, measures, sample forms/formats, handouts and exercises can be used to shape individual or collective attitudes and policies regarding the need for a comprehensive array of services to address the needs of children who are living apart from their families on either a temporary or long term basis. *Distributed by the Child Welfare League of America, Washington, DC.*

Family Partnerships: A Continuous Process

U.S. Department of Health and Human Services. (1996). This set includes materials on collaboration with families. Four modules are included ("Partnering with Families," "Exploring Family Growth," "Making Family Goals a Reality," "Practicing Professionalism"). Learning outcomes, key concepts, background information, activities and handouts are included. *Distributed by U.S. Department of Health and Human Services, Washington, DC: U.S. Government Printing Office.*

Group Care

Center for Child and Family Studies. (1995). This module is a set of integrated materials including print materials (*Infant/Toddler Caregiving: A Guide to Routine and Infant/Toddler Caregiving: A Guide to Setting Environments*), video (*It's Not Just Routine, Respectively Yours, Space to Grow, Together in Care*), and a Trainers Manual. Information on theory, research and practice is provided. These materials are clearly organized in lesson plans that include an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. *Distributed by the Center for Child and Family Studies, Sacramento, CA: California Department of Education.*

Honoring Diversity within Child Care and Early Education: An Instructor's guide

Chud, G., & Fagknab, R. (1995). This two part volume guide is designed to provide information, resources and references that will support implementation of diversity and anti-bias education principles in early childhood settings. Volume I addresses contextual issues, the teaching process, and integrating diversity within the early childhood curriculum. Volume II focuses on working with families, interacting with young children, program planning and implementation and administration. Both volumes include articles, activities, checklists and other useful information. *Distributed by Curriculum Publications, Victoria, BC.*

Hospitals Moving Forward with Family-Centered Care

Hanson, J. L., Johnson, B. H., Jeppson, E. S., Thomas, J., & Hall, H. H. (1994). This publication is designed to encourage hospital staff, governing and advisory boards and families to engage in a process of change toward family-centered care. Lists and worksheets could easily be used in training to discuss how hospitals can translate family-centered principals into practice. *Distributed by the Institute for Family-Centered Care, Bethesda, MD.*

Inclusive Child Care: A Training Series for Early Childhood Professionals

Wesley, P. W., & Dennis, B. C. (2000). These materials provide information on including children with disabilities in regular child care programs. Professionals who provide teaching or training in the early care and education fields will find the curriculum comprehensive, current and easy to use. The instructor package includes an *Instructor Manual*, one *Participant Handbook*, slide presentation, overhead transparencies and a CD-ROM with all overhead transparencies in power point format. The curriculum is presented as eight modules requiring 44 hours of instructional time, broken into 2-hour sessions. *Distributed by FPG Child Development Center, Publications Office, CB#8185, UNC Campus, Chapel Hill, NC 27599.*



Infant and Toddler Self-Regulation: An Approach for Assessment and Intervention

Harrison, H., Durivage, J., & Clarke, J. (2000).

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

Infusing Cultural Competence in Early Childhood Programs

Flynn, N., Thorp, E., Evans, K., & Takemoto, C. (Eds.). (2002).

This training curriculum includes a participant's notebook and trainer's manual for Multicultural Early Childhood Team Training, an inservice training model promoting parent/professional collaboration in early childhood settings. The materials have been selected to prepare parents and professional teams to improve services to diverse families of young children with special needs. While targeting programs that serve families who represent multiple cultural and linguistic communities, there is a focus on cultural awareness, sensitivity, and readings. The notebook is supported by a trainer's manual, which provides easy to follow, step-by-step notes for instruction. The cross-cutting themes throughout are family centered practice, parent and professionals partnerships, cultural competence and systematic problem solving to promote program change. *Distributed by Multicultural Early Childhood Team Training, Attention: Anna Wickline, Publication Specialist, George Mason University, Helen A. Kellar Center for Human Disabilities, 4400 University Drive, 1F2, Fairfax, VA 22030.*

Language is the Key

Cole, K. (1999).

Preservice and inservice audiences can discover strategies for increasing language and building language/literacy skills with children (0-4) through these materials. The set, which is available in English, Spanish, Korean, Vietnamese, Mandarin, Filipino, Mandarin with

subtitles, and English with subtitles, includes two 20-minute videos (*Talking and Play and Talking and Books*). An accompanying resource guide includes handouts, agendas, and other resources to support effective use of the videos, along with suggestions for enhancing cultural sensitivity, using interpreters/translators, and coaching others in skill development. *Distributed by Washington Learning Systems, 2212 Queen Anne Avenue N., #726, Seattle, WA 98109.*

Leadership: The Vision Beyond the Doorway

Collaborative Services Inservice Demonstration Project. (1997).

Materials with which to explore new ways of working together, creative ways of funding that work, and innovative ways to use teaching and training to support those new ideas are included in this manual. It includes seven modules on specific aspects of teamwork and collaboration, including leadership, strategic planning, managing change, overcoming barriers and changing public policy. Each module includes information, activities and additional resources that could be used for teaching, training or personal development. *Distributed by the Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center, Farmington, CT.*

Learning and Development

Center for Child and Family Studies. (1995).

This module is a set of integrated materials including print materials (*Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning and Infant/Toddler Caregiving: A Guide to Language Development and Communication*), videos (*The Ages of Infancy, Discoveries of Infancy, Early Messages, and Together in Care*), and a Trainer's Manual. These materials are organized in lesson plans that includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. *Distributed by the Center for Child and Family Studies, Sacramento, CA: California Department of Education.*

Learning and Growing Together with Families

Pawl, J., & Dombro, A. (2001).

Zero to Three created this informative training package that consists of a 25-minute video, *Seven Ways to Build Strong Relationships*, its accompanying guide and a book, *Learning and Growing Together with Families: Partnering with Parents to Support Young Children's Development*. The high quality video features vignettes of early childhood professionals working with families in childcare centers and in home visits. A valuable learning tool for early childhood preservice and inservice training, on the subject of family-centered care. *Distributed by Zero to Three, www.zerotothree.org*



Learning through Observation: Five Video Vignettes to Spark Reflection and Discussion

Zbar, L., & Learner, C. (2003).

Five 10-minute video vignettes show real-life interactions between professionals and families in a variety of settings (e.g., home visit with a child with special needs and his family, home visit with a Spanish-speaking family in Spanish, Early Head Start home visit). On-screen questions to stimulate reflection and learning follows each vignette, along with a brief discussion. Accompanying print material offers additional suggestions for use of these materials in teaching, training or supervision.

Making Room at the Table: Fostering Family Involvement in the Planning and Governance of Formal Support Systems

Jeppson, E. S., Thomas, J., Markward, A., Kelly, J. A., Koser, G., & Diehl, D. (1997).

This manual provides trainers and facilitators with information and materials for conducting a three-hour module designed to foster family involvement in the advisory and decision-making roles. The content is relevant, current and research-based. The format and activities reflect principles of adult learning. Handouts and overheads accompany the manual. *Distributed by Family Resource Coalition of America, Chicago, IL.*

Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination

Rosin, P., Green, M., Hecht, L., Tuchman, L. I., & Robbins, S. (1996).

This curriculum is designed to enhance skills and knowledge to meet the challenges of service coordination for preservice and inservice audiences. The materials include an introduction and four content sections: (1) getting started in the IFSP process; (2) follow-along and implementation of the IFSP; (3) responding to unexpected, immediate needs or crisis; and (4) facilitating transitions. Each section is further divided into definitions, a framework for enhancing skills and knowledge, personal and interpersonal skills, and integrating skills and knowledge. This multi-faceted resource can be used for inservice training, preservice training, or self-study. *Distributed by Waisman Center Early Intervention Program.*

Philadelphia Inclusion Network (PIN): Instructor Guidelines and Curriculum

Campbell, P. H., Milbourne, S. A., & Silverman, C. S. (2001). (Revised ed.).

This set of 15-modules was designed to assist child care center staff in urban areas in addressing the inclusion of children with disabilities. The modules, on topics that range from “Welcoming all Children” and “Promoting Full Participation” to “Ain’t Misbehaving,” are complete and clear. A range of options for using the materials as part of ongoing staff development and additional resources (books, tapes, web sites) are additional quality features. *Distributed by Thomas Jefferson University, <http://jeffline.tju.edu/cfsrp/materials-pin1.html>*

Project INTEGRATE Training and Resource Guides

Mayhew, L., Scott, S., & McWilliam, R. A. (1999). Project INTEGRATE has created six manuals that take you step-by-step through the early intervention process. Each manual describes how integrated approaches can be implemented at each stage, from initial referral to implementation of intervention plans. Separate guides are available for classroom teachers, special education consultants, speech-language pathologists, physical therapists, occupational therapists, and administrators. Reproducible forms, checklists, evaluation forms and program goal plans are included. These resources can be used in teaching or training to support understanding and application of collaborative routines-based intervention principles in home and community environments. *Distributed by FPG Child Development Institute, www.fpg.unc.edu/whatsnew/newpubs.cfm*

Project STEPS (Sequenced Transition to Education in the Public Schools) Training Manual and Training Module Handouts

Rous, B. (1997).

The STEPS training manual provides materials for persons wishing to offer training on any or all aspects of community-wide systems of transition. The manual includes an overview of the STEPS model, description of training materials, overhead and handout masters, a guide for trainers in presenting visual and handout information, guidelines for time allotments and sample agendas. The STEPS program emphasizes effective team meetings, community team development and team building. *Distributed by Human Development Institute at the University of Kentucky.*



Promoting Social and Emotional Competence

Center on the Social and Emotional Foundations for Early Learning. (2003).

These modules are based on input from early childhood program administrators, training and technical assistance providers, educators and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. Download the four modules in English or Spanish at <http://csefel.uiuc.edu/modules.html>. *Distributed by Center on the Social and Emotional Foundations for Early Learning. They can also be ordered as a set (CD-ROM + videotape). Call 1-800-583-4135 (voice/ TTY) for more information.*

QuickNotes: Inclusion Resources for Early Childhood Professionals.

Wesley, P. W., Dennis, B. C., & Tyndall, S. T. (1998).

QuickNotes is a 10-module set of information sheets covering a broad range of topics related to quality child care in a variety of settings (e.g., typical child development, promoting appropriate behavior, including children with special needs). Each topic is organized in a three-ring notebook that also provides a resource list of print materials and related web sites. Modules I-IX are provided in both English and Spanish. These are visually engaging, fresh materials that were developed to answer simple questions about early childhood inclusion and to provide quick, written resources on topics related to quality child care. Item #1442980. *Distributed by Kaplan Early Learning Company.*

Rethinking the Brain: Early Childhood Brain Development Presentation Kit

Families and Work Institute. (1998).

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

Social-Emotional Growth and Socialization

Center for Child and Family Studies. (1995).

This module is a set of integrated materials including print materials (*Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization*), videos (*First Moves, Flexible, Fearful, or Feisty, and Getting in Tune*), and a Trainer's Manual. These materials are organized in lesson plans that includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. *Distributed by the Center for Child and Family Studies, Sacramento, CA: California Department of Education.*

Special Care Curriculum and Trainer's Manual

Child Development Resources, Inc. (1993).

This is a complete core curriculum with trainer's manual and supporting materials that can be used to train home and center-based caregivers to help them care for young children with disabilities in inclusive child care settings. SpecialCare has been field tested. Evaluation results indicate that caregivers' comfort, knowledge and interest in caring for children with disabilities increased following training. Parents of children with disabilities living in communities where SpecialCare training was provided reported that care was significantly more available following training. *Distributed by Child Development Resources, PO Box 280, Norge, VA.*

Starting Points for Educators of Culturally and Linguistically Diverse Young Children: Program 1: "I Don't Know Where to Start"

Educational Productions Inc. (2002).

The Starting Points series contains information and strategies that can help students in preservice training as well as teachers and assistants in Head Start, preschool, kindergarten and primary grade classrooms work more responsively and effectively with culturally and linguistically diverse children. Nurturing trust, making children feel welcome, the importance of consistency and providing support and understanding are the areas emphasized through vignettes, firsthand accounts and exercises. *Distributed by Educational Productions Inc., Beaverton, OR.*



Starting Points, Program 2: Getting Your Message Across

Educational Productions Inc. (2002).

This is the 2nd training video to the Starting Points series, which is designed to be viewed by students in preservice training, as well as by childcare providers, teachers and other professionals who work with diverse young children and their families. *Getting Your Message Across* highlights nonverbal communication strategies, such as gestures, visuals, modeling and a combination of methods. The program also stresses the importance of giving children a chance to take a break. *Distributed by Educational Productions Inc., Beaverton, OR.*

Starting Points, Program 3: Bringing Language Alive!

Educational Productions Inc. (2003).

Rounding out the Starting Points series, *Bringing Language Alive!* Discusses the core elements of first and second language acquisition. The video emphasizes the important developmental and social grounding of a child's first language and how teachers of young children can build universal language learning skills when introducing English to their classrooms. Strategies for making language concepts concrete and meaningful are offered throughout the 45-minute production. It may be helpful to stop the video after each of the four segments to discuss key points. The trainer's guide includes quotes and questions, interactive exercises and handouts. *Distributed by Educational Productions Inc., Beaverton, OR.*

The Steps to Creating a Better IFSP

Community Inclusion Project. (1996).

A serialized story of the Canaletto family weaves together the sections of this resource, which offers content, activities, vignettes and checklists for creating better IFSP's. The sections on promoting participation in natural environments, assigning transdisciplinary intervention responsibilities and evaluating early intervention are particularly strong. *Distributed by the Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center, Farmington, CT.*

Talking and Play: Language is Key

Cole, K. (1999).

This set of materials is intended for preservice and inservice audiences. The materials provide strategies for increasing and building language and literacy skills with children ages (0-4). It also includes information about enhancing cultural sensitivity, using interpreters/translators, and coaching others in skill development. This set of materials includes videos, a manual, handouts and agendas. *Distributed by the Washington Research Institute, Seattle, WA.*

Talking Reasonably and Responsibly About Early Brain Development

Center for Early Education and Development

In the face of an ever-changing knowledge base, figuring out what we really know and what we are still learning about early brain development is confusing. This guide is designed to be used in teaching, training and direct interaction with parents, child care providers, educators and others who work with young children. Four sections focus on early brain development, interpreting research findings, examining public messages about brain development and what brain development information means for practice. Suggestions for effective use, discussion questions, activities, handouts and additional resources are all provided. *Distributed by the Center for Early Education and Development, University of Minnesota, <http://education.umn.edu/CEED>*

Teaming

Olson, J., & Murphy, C. L. (1997).

These multi-faceted materials were developed as part of the BEST (Building Effective Successful Teams) series. Key to the set is the training manual, which includes eight chapters covering team development, roles, group norms, communication, conflict management, goal setting, effective meetings, and action planning. Each chapter is packed with information, activities, questionnaires, and other materials for addressing the content. Two related videos (*Stages of Group Development and Overcoming Roadblocks to Team Development*) and a facilitator's guide complete the package, which was designed to be offered as a 30-hour self-directed course. *Distributed by the Idaho Center on Developmental Disabilities at the University of Idaho, Moscow, ID 83843.*

Tech It Easy

Reinhartsen, D., Attermeier, S., Edmondson, R., & Pierce, P. (1995).

This curriculum contains suggestions and materials for providing training about assistive technology in early intervention service delivery. All planning guidance, objectives, and strategies are designed to foster parent-professional collaboration in the selection and use of assistive technology and light-tech adaptations. Materials include an "Assistive Technology Comfort-Level Survey" to evaluate the attitudes and knowledge of participants on a pre- and post-basis, six self contained modules on aspects on assistive technology, and three sections of references and resources. *Distributed by Jo Ann Campbell, CDL Library, Center for Development and Learning, CB #7255, UNC Campus, Chapel Hill, NC 27599.*



Training for Inclusion: A Guide for the Childcare Provider.

Community Inclusion Project. (1996).

These seven modules on basic inclusion topics (ADA, building partnerships with families, identifying young children with disabilities, implementing interventions through the daily routine, etc.) are designed for use as training or self-study materials. Each module includes objectives, content, activities, self-assessment checks and answer keys. *Distributed by University of Connecticut Health Center.*

Transdisciplinary Arena Assessment Process: A Resource for Teams

Child Development Resources. (1992).

This set of materials includes a videotape, a guide, supporting activities and supplemental materials. The video goes over the six-step family-centered approach to an arena assessment and IFSP development. *Distributed by Child Development Resources, Norge, VA.*

Understanding Family Uniqueness Through Cultural Diversity

Luera, M. (1994).

This training curriculum is designed to be used as a four part workshop sequence: "Self-awareness," "Cultural Exclusiveness," and "Consciousness" are completed in the first workshop; "Heightened Awareness" in the second workshop; "Overemphasis" in the third workshop; and "Integration and Balance" in the fourth and final workshop. *Distributed by Alta Mira Specialized Family Services, Inc., 1605 Carlisle NE, Albuquerque, NM 87194.*

Vanderbilt Family Empowerment Project: Family Group Curriculum Manual

Heflinger, C. A., Anderson, J., Digby, J., Grubb, C., & Williams, C. (1994).

This manual provides all materials necessary to conduct a training program designed to enable parents to become collaborators in their children's mental health treatment. The materials are organized in three modules, focused on knowledge (of the service delivery system, assessment and rights), services efficacy (reinforcing the motivation for changing parents' behavior and relationships to service provider), and skills (in areas including assertiveness, communication and goal setting). *Distributed by Vanderbilt Institute for Public Policy Studies in Nashville, TN.*

Welcoming all Children: Creating Inclusive Child Care

Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000).

This set of materials (25-minute videotape and 40-page booklet) is designed to support child care providers in making their programs responsive to children of diverse abilities. The benefits of inclusion are described from child, family and provider perspectives, and inclusive practices are delineated. There is a clear, concise section describing the Americans with Disabilities Act (ADA) requirements and a nice segment on team involvement, including examples of integrated service delivery. These are excellent materials for teaching, training, staff development or self-instruction. *Distributed by Indiana Institute on Disability and Community.*

Electronic Media

It is not possible to list all the web sites pertaining to early intervention. The following web site list gives the reader an idea of the web resources available in various categories. Since the World Wide Web changes rapidly, some sites may have closed or moved. Please let us know if you have updates to the web sites listed or others that should be added to the list. Refer also to *Annotated Bibliography of Web Sites* developed and distributed by the DC CSPD at <http://gucchd.georgetown.edu/cspd.html>

Advocacy & Education

The Access Board

www.access-board.gov

Alexander Graham Bell Association for the Deaf

www.agbell.org

American Bar Association Center on Children and the Law

www.abanet.org/child

American Council on Rural Special Education (ACRES)

www.extension.usu.edu/acres

Americans with Disabilities Act Information Line U.S. Department of Justice, Civil Rights Division

www.usdoj.gov/crt/ada/infoline.htm

The Arc (formerly, Association for Retarded Citizens of the U.S.)

www.thearc.org/welcome.html

Children's Defense Fund

www.childrensdefense.org

Commission on Mental and Physical Disability Law

www.abanet.org/disability/home.html

Disability Rights and Education Defense Fund

www.dredf.org

National Association of Developmental Disabilities Councils

www.naddc.org

National Association of Private Schools for Exceptional Children (NAPSEC)

www.napsec.org

National Association of Protection and Advocacy Systems (NAPAS)

www.protectionandadvocacy.com

National Association for the Education of Young Children

www.naeyc.org

National Center for Cultural Competence

www.gucchd.georgetown.edu/nccc

National Head Start Association

www.nhsa.org

Special Education Resources on the Internet (SERI)

www.seriweb.com

Clearinghouses

Center on Positive Behavioral Interventions and Support

www.pbis.org

Clearinghouse on Disability Information: Office of Special Education and Rehabilitative Services

www.health.gov/NHIC/NHICScripts/entry.cfm

(HR code: HR0035)

Disability Resources on Line

www.e-bility.com

ERIC (Educational Resources Information Center)

www.eric.ed.gov

HEATH Resource Center (National Clearinghouse on Postsecondary Education for Individuals with Disabilities)

www.heath.gwu.edu

Independent Living Research Utilization Project The Institute for Rehabilitation and Research

www.ilru.org

Laurent Clerc National Deaf Education Center and Clearinghouse: Gallaudet University

<http://clerccenter.gallaudet.edu>

Mental Help Net

<http://mentalhelp.net>

National Clearinghouse for Alcohol and Drug Information (NCADI)

www.health.org



Electronic Media

National Information Center for Children and Youth with Disabilities
www.nichy.org

National Institute on Deafness and Other Communication Disorders Clearinghouse
www.nidcd.nih.org

National Lead Information Center and Clearinghouse
www.epa.gov/lead

National Center for Education in Maternal and Child Health
www.ncemch.org

National Maternal and Child Health Clearinghouse
www.ask.hrsa.gov

National Rehabilitation Information Center for Independence (NARIC)
www.naric.com

March of Dimes Birth Defects Foundation
www.modimes.org

Muscular Dystrophy Association (MDA)
www.mdaua.org

National Association of the Deaf
www.nad.org

National Association for Down Syndrome
www.nads.org

National Attention Deficit Disorder Association
www.add.org

National Center for Learning Disabilities (NCLD)
www.nclld.org

National Down Syndrome Society
www.ndss.org

National Association for Visually Handicapped
www.navh.org

National Federation for the Blind
www.nfb.org

National Organization on Fetal Alcohol Syndrome (NOFAS)
www.nofas.org

National Fragile X Foundation
www.nfxf.org

National Alliance for the Mentally Ill (NAMI)
www.nami.org

National Mental Health Association
www.nmha.org

National Neurofibromatosis Foundation
www.nf.org

National Organization for Rare Disorders (NORD)
www.rarediseases.org

O.C. Foundation, Inc. (Obsessive Compulsive Disorder)
www.ocfoundation.org

Osteogenesis Imperfecta Foundation
www.oif.org

Spina Bifida Association of America
www.sbaa.org

Tourette Syndrome Association
www.tsa-usa.org

United Cerebral Palsy Association
www.ucp.org

Disability Organizations

Autism Society of America
www.autism-society.org

American Council of the Blind
www.acb.org

American Foundation for the Blind (AFB)
www.afb.org

American Association of the Deaf-Blind
www.tr.edu.edu/dblink/aadb.htm

American Epilepsy Society
www.aesnet.org

American Society for Deaf Children
www.deafchildren.org

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
www.chadd.org

Easter Seals
www.easter-seals.org

International Dyslexia Association
www.interdys.org

International Rett Syndrome Association
www.rettsyndrome.org

Learning Disabilities Association of America (LDA) (formerly ACLD)
www.ldanatl.org

Little People of America
www.lpaonline.org



Early Intervention State Contacts

Alabama

www.rehab.state.al.us/Home/default.aspx?url+/Home/Services/AEIS/Main

Alaska

<http://health.hss.state.ak.us/ocs/InfantLearning/default.htm>

Arizona

www.de.state.az.us/azeip/default.asp

Arkansas

www.state.ar.us/dhs/ddds/FirstConn/index.html

Bureau of Indian Affairs

www.oiep.bia.edu/body.html

California

www.dds.ca.gov/EarlyStart/ESHome.cfm

Colorado

www.cde.state.co.us/earlychildhoodconnections

Connecticut

www.birth23.org

Delaware

www.state.de.us/dhss/dms/epqc/birth3/directory

Department of Defense

www.efmconnections.org

District of Columbia

<http://gucchd.georgetown.edu/cspd.html>

Florida

www.cms-kids.com

Georgia

www.ph.dhr.state.ga.us/programs/bcw/index.shtml

Hawaii

E-mail: sue.brown@fhds.health.state.hi.us

Idaho

www2.state.id.us/dhw/InfToddler/index.htm

Illinois

www.dhs.state.il.us/ei

Indiana

www.eikids.com/matrix/default.asp

Iowa

http://aea.globalreach.com/en/early_childhood/early_access

Kansas

www.kdhe.state.ks.us/its

Kentucky

www.chs.ky.gov/publichealth/firststeps%202004

Louisiana

www.opd.dhh.state.la.us/childrensspecial/earlyinterventionservices/index.html

Maine

E-mail: laurie.bertulli@maine.gov

Maryland

http://cte.jhu.edu/dse_eis/eis.cfm

Massachusetts

www.mass.gov/dph/fch/ei.htm

Michigan

www.earlyonmichigan.org

Minnesota

www.health.state.mn.us/divs/fh/mcshn/ecip.htm

Mississippi

www.msds.state.ms.us/msdsite/index.cfm/13,0,74,html

Missouri

www.dese.state.mo.us/divspe_cd/FirstSteps/index.html

Montana

www.dphhs.state.mt.us/dsd

Nebraska

www.nde.state.ne.us/ECH/EARLY/echp.htm

Nevada

<http://health2k.state.nv.us/beis>

New Hampshire

www.nhdds.org/programs/famchild/earlysupports

New Jersey

www.njeis.org

New Mexico

www.health.state.nm.us/ltsd/fit/index.html

New York

www.health.state.ny.us/nysdoh/eip/index.htm

North California

www.ncei.org/ei/itp.html

North Dakota

www.ndearlyintervention.com

Ohio

www.odh.state.oh.us/ODHPrograms/EI/earlyint1.htm



Electronic Media

Oklahoma

<http://sde.state.ok.us/home/defaultie.html>

Oregon

www.ode.state.or.us/sped/spedareas/eiesce/index.htm

Pennsylvania

www.dpw.state.pa.us/omr/Early Intervention/omrei.asp

Puerto Rico

www.salud.gov.pr/Diviones/Services%20Habilitacion.htm

Rhode Island

www.healthri.org/family/ei/Home.htm

South Carolina

www.scdhec.net/babynet

South Dakota

www.state.sd.us/deca/Special/Birthto3/index.htm

Tennessee

www.state.tn.us/education/teishome.htm

Texas

www.eci.state.tx.us

Utah

www.utahbabywatch.org

Vermont

www.state.vt.us/health/hi/cshn/fitp/fitp.htm

Virgin Islands

E-mail: birthto3usvi@viaccess.net

Virginia

www.infantva.org

Washington

www1.dshs.wa.gov/iteip/index.html

West Virginia

www.wvdhhr.org/birth23

Wisconsin

<http://dhfs.wisconsin.gov/bdds/birthto3>

Wyoming

<http://ddd.state.wy.us/Documents/mitch1.htm>

Government Agencies

Administration on Developmental Disabilities/Administration for Children and Families U.S. Department of Health and Human Services

www.acf.dhhs.gov/programs/add

Communication and Information Services (Formerly Clearinghouse on Disability Information)/Office of Special Education and Rehabilitative Services (OSERS)

www.ed.gov/about/offices/list/osers/index.html

Department of Health and Human Services

www.os.dhhs.gov

www.healthfinder.gov

Head Start Bureau

Administration on Children, Youth and Families/ U.S. Department of Health & Human Services

www.acf.dhhs.gov/programs/hsb

Maternal and Child Health Bureau

www.mchb.hrsa.gov/html/dscshn.html

National Institute on Drug Abuse Substance Abuse and Mental Health Services Administration

www.samhsa.gov

President's Committee for People with Intellectual Disabilities

www.acf.dhhs.gov/programs/pcmr

US Department of Health and Human Services The Administration for Children and Families

www.acf.dhhs.gov

Parent/Family Support Groups

Adoptive Families Association

www.adoptivefamilies.com

Alliance of Genetic Support Groups

www.geneticalliance.org

American Society for Deaf Children

www.deafchildren.org

Association for Children with Down Syndrome, Inc. (ACDS)

www.acds.org

Exceptional Parent

www.eparent.com

Family Resource Center on Disabilities

www.frcd.org



Family Village
www.familyvillage.wisc.edu

Family Voices
www.familyvoices.org

Family Empowerment Network (FEN)
www.fammed.wisc.edu/fen

Family Center on Technology and Disability, UCPA, Inc.
www.ucpa.org/fctd

Federation of Families for Children's Mental Health
www.ffcmh.org

Life Services for the Handicapped
www.disabledandalone.org

Mothers United for Moral Support, Inc.
www.netnet.net/mums

National Association for Parents of Children with Visual Impairments
www.spedex.com/napvi

Helen Keller Services for the Blind
www.helenkeller.org/national

National Foster Parent Organization
www.nfpainc.org

National Parent to Parent Support and Information System, Inc.
www.nppsis.org

Parents Helping Parents: The Parent-Directed Family Resource Center for Children with Special Needs
www.php.com

National Parent Network on Disabilities
Web.syr.edu/~thechp/npnd.html

Siblings for Significant Change
www.specialcitizens.com (under construction)

Professional Organizations

American Academy for Cerebral Palsy and Developmental Medicine
www.aacpdm.org

The American Academy of Pediatrics
www.aap.org

American Association on Mental Retardation
www.aamr.org

American Occupational Therapy Association
www.aota.org

American Physical Therapy Association
www.apta.org

American Speech-Language-Hearing Association
www.asha.org

American Therapeutic Recreation Association
www.atra-tr.org

Association for Persons with Severe Handicaps (TASH)
www.tash.org

Child Welfare League of America
www.cwla.org

Council for Exceptional Children
www.cec.sped.org/index.htm

International Society on Early Intervention
www.depts.washington.edu/isei

National Association of Social Workers
www.naswdc.org

Other Resources

Child Development Resources, Inc
www.cdr.org

Early Childhood Research Institute
www.clas.uiuc.edu

Frank Porter Graham Child Development Center, University of North Carolina
www.fpg.unc.edu

Idea Partnerships
www.ideapractices.org

Kennedy Krieger Institute
www.kennedykrieger.org

National Child Care Information Center
www.nccic.org

National Early Childhood Technical Assistance System
www.nectas.unc.edu

Parents of Premature Babies
www.preemie-l.org

Waisman Center Family Village
www.waisman.wisc.edu

Videos



Many videos have been produced that provide relevant information about topics related to early intervention. The following videos have been divided into several categories: Child Care, Child Development, Evaluation and Assessment, Individualized Family Service Plan; Interactions with Families; Natural Environments, Program Implementation, and Parent Support. Many of these videos are intended to be utilized as preservice and inservice training tapes. Many of the curricula listed previously also contain videotapes that you may find helpful.

Child Care

ABCs of Inclusive Child Care

This videotape features: culturally diverse parents, providers, and children illustrating the benefits of inclusion, and closed captioning. For use with a variety of training audiences. *Produced and distributed by the Texas Planning Council for Developmental Disabilities, San Antonio, TX.*

Can I Play too

This is a set of three videos about inclusion of young children with special needs, birth through five years of age, in community child care programs. The videos, which have been used effectively to raise awareness in inservice and preservice training formats, present three different perspectives (overview version, provider version, parent version) on inclusion. *Produced and distributed by Partnership for Inclusion. University of North Carolina, Frank Porter Graham Child Development Center, Chapel Hill, NC.*

Child Care and Children with Special Needs

Two-video set designed for use as a training tool for program directors and caregivers to inspire and inform them in meeting the challenge of caring for children with disabilities. The first tape describes how the Americans with Disabilities Act applies to child care programs and documents the experiences of four families and programs that are currently making inclusion work. The second tape provides detailed information about how child care programs can interact with parents and special services providers to insure that children with disabilities receive the best possible care. *Produced by The National Association for the Education of Young Children, www.naeyc.org*

Early Child Care and Education

Presents the various choices in child care and characteristics of quality preschool programs. Issues central to the child care profession are examined through the eyes of caring professionals. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Mainstreaming in Child Care Settings

This tape dispels myths about mainstreaming and gives caregivers simple information about interactions with children in a context of play. The tape explores what mainstreaming is and why to do it, how to plan play spaces and play activities, and ways to enhance children's development. *Produced by Project MAINSTREAM, Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC. Distributed by Child Development Media, www.childdevmedia.com*

My Parents, My Teachers

Using culturally diverse family members and illustrations, this video shows how parents and other care providers can assist with brain development through reading, communication, music and play every day. The tape may be viewed either in Spanish (first half) or in English (second half). *Produced by El Valor. Distributed by Zero to Three, www.zerotothree.org/ztt_bookstore.html*

Nutrition

The importance of good nutrition for children's health, energy and growth are emphasized, including specific nutrients and the use of the Food Pyramid. Nutritional needs for each stage of childhood are presented along with guidelines for feeding children, infants through adolescents. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*



Playing with the Standards: Achieving Outcomes through Children's Play

Administrators and teachers take the stage in this 25-minute video to emphasize how standards, like Vermont's Framework of Standards and Learning Opportunities in Early Care and Education Settings, can improve the quality of early childhood education. Woven through the tape are examples of how play, experimentation, cooperative learning and other child-focused approaches can be strong and effective features of standards-based early care and education programs. Although the video has a clear Vermont focus, other states will find the ideas included applicable to their own programs, such as the relationship between story creation and blocks and using observation notes in constructing lesson plans and linking play with the attainment of standards. *Produced by Squires, J. Distributed by Vermont Department of Education, 120 State Street Montpelier, VT 05620-2501.*

Quality Child Care: Making the Right Choice for You and Your Child

Narrated by Maria Shriver (English) and Cristina Saralegui (Spanish), this video provides clear, useful guidelines for evaluating center-based, family-based and in-home options. Brain development, the importance of early relationships, developing ongoing relationships with providers, the trauma of starting child care, responding to the needs of individual children, and working with employers are among the topics covered clearly and effectively. Handouts and strategies for using this video in training are included in *Building a Healthy Start: A Parent Educator's Manual for the I Am Your Child Video Series*. *Produced and distributed by I Am Your Child, www.iamyourchild.org*

Protective Urges

In this videotape, caregiving and support for the development of very young children is explored from family and provider perspectives. In useful terms, parents speak candidly about their concerns, caregivers discuss ways to provide assistance, and both groups work out conflicting feelings about caregiver/child relationships. Available in Spanish and Chinese. *Produced and distributed by California Department of Education, Child Development Division, www.cde.ca.gov/cdepress*

Yes, You Can Do It! Caring for Infants and Toddlers with Disabilities in Family Child Care

This video looks at the fears and myths of caring for infants and toddlers with disabilities in a family child care setting. Family child-care providers currently caring for infants and toddlers with disabilities discuss their concerns, joys and management strategies. Families of infants and toddlers with disabilities discuss their problems in finding suitable family child care and the impact on their lives once they have found a nurturing day care home for their child. In interviews with early childhood specialists they discuss the impact of the ADA, IDEA (Part C), training and the team approach. The tape highlights the benefits of inclusion to the child, parent, family child-care provider and other children in the family child care home. *Caring for Infants and Toddlers with Disabilities: Annotated Resource Directory* lists training materials and other resources relevant for those caring for young children with special needs. Sections include: training curricula; books, fact sheets, newsletters and videos; resources for parents, providers and extended family and national and community organizations; and companies with toys, books, materials and adaptive equipment. *Produced by the Children's Foundation, Washington, DC. Distributed by Child Development Media, www.childdevmedia.com*



Child Development

Begin with Love

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

The First Years Last Forever

Research in brain development tells us of the vital importance of the relationship between care-giver and child in the critical first years of life. This 30-minute videotape describes opportunities for helping children to reach their full potential through attention to bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care and self-awareness. Also available in Spanish (Los primeros años marcan para siempre). Handouts and strategies for using this video in training are included in *Building a Healthy Start: A Parent Educator's Manual for the I Am Your Child Video Series*. *Produced and distributed by I Am Your Child, www.iamyourchild.org*

Functional Vision: Learning to Look (Also available in Spanish)

The program discusses 1) the six voluntary visual behaviors we all use to see, 2) how vision develops, 3) ways to use color and contrasting backgrounds, 4) the relationship between the eye and the brain, and 5) how typical times and places can be used to practice looking behaviors. *Developed under the auspices of the South Dakota Department of Education and Cultural Affairs, and the Indiana Deafblind Project, the Blumberg Center. Distributed by Child Development Media, www.childdevmedia.com*

Hearing Development and Hearing Loss: Birth to Three Years

This videotape illustrates the milestones of hearing development in the first three years of life. The structures of the ear and their role in hearing are described. In addition, risk factors and conditions associated with hearing loss are discussed. Conductive and sensorineural hearing loss are defined and the consequences of each are outlined. Information is presented on where to seek assistance if a caregiver

suspects a child has a hearing loss. *Produced by Bill Wilkerson Center Press, Nashville, TN. Distributed by Child Development Media, www.childdevmedia.com*

Hear to Listen & Learn: A Language Approach for Children with Ear Infections

This video describes ear infections and their impact on early hearing and communication. Diagrams are used to describe normal hearing and the changes that occur with otitis media. This tape discusses recognizing signs of possible hearing loss, checking for hearing loss, techniques for maintaining health and hygiene in a group setting, and strategies for creating an optimal environment for listening and learning. Produced at the Frank Porter Graham Child Development Center. *Producer/Author Frank Porter Graham Child Development Center. Distributed by Child Development Media, www.childdevmedia.com*

Helping Your Child Learn Series (a set)

This series was developed for parents, educators, and providers who care for and serve children with special needs. The programs show children with significant hearing, vision, and other impairments as they learn the skills required for daily life. Various families demonstrate positive ways to teach these skills. Set includes: (Volume I) When and Where to Teach, Teaching Self Control, Teaching Playtime Skills (Volume II) What to Teach, Teaching Choices, Teaching Dressing Skills. (Volume III) How to Teach, Teaching with Adaptations, Teaching Meal Time Skills. *Developed under the auspices of the South Dakota Deafblind Project and the South Dakota Department of Education and Cultural Affairs. Distributed by Child Development Media, www.childdevmedia.com*

Heredity and the Environment: Blueprints for a Baby

Blueprints for a Baby explores the various aspects of conception, the function of genes and chromosomes, and the process of cell division. In addition, with straightforward graphics and narration, the video explains sex determination, inherited traits, and the influence and interaction of heredity and environment on a fetus. Finally, Blueprints for a Baby discusses the potentially dangerous effects of genetic and chromosomal abnormalities and the field of genetic counseling. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*



History and Trends in Child Development

This module lays out the history of child development, from early philosophies, to changing beliefs about human nature, with a look at the nature-nurture question. It examines the move away from myths and toward scientific investigation, lays out two methods of study, and ends with six overarching principles derived from child development research. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Infancy Landmarks of Development

Major landmarks in locomotion and fine motor skills are realized in the first year. Accomplishment of these physical abilities falls within the general principles of direction and sequence. This timing is inherent in the child's own timetable, and are also influenced by variables of nutrition, health care, opportunities for practice, and culture. The small but significant steps in infant motor development are presented. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Infancy: Beginnings in Cognition and Language

The young infant uses both sensory and perceptive capabilities for early learning. The remarkable advances in perception, cognition and language are presented. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Infancy: Early Relationships

The essential base of trust develops in the early relationship of love and nurturing, holding and stroking, nourishment and care. The viewer observes the development of trust; mutuality; bonding and attachment; stranger anxiety and separation anxiety; growth failure; including quality caregivers for infants. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Infancy: Self and Social World

A significant base for the foundation of self in the social world is laid in the first year. Emotions, drawn primarily from inner, then outer states are quite distinguishable very early. The infant senses itself as an integral part of the mother in the first months. Gradually he/she gains the knowledge of being a separate person and activates this by both choosing to stay by the mother's side and move away from her to explore. Differing cultural belief systems have an impact on the family and subsequently on the development of the child. The viewer observes the infants' developing emotions and the close synchrony with caregivers. One can see important alterations the adult makes to continue the synchronous relationship. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Issues In Pediatric Ophthalmology: Cortical Visual Impairment

This lecture presentation, with graphic illustrations, designed for professionals who work with young children with visual impairment (CVI) and their families. The lecture is an introduction to the topic of CVI. This tape includes an article on CVI. Produced by The Blind Babies Foundation. *Distributed by Child Development Media, www.childdevmedia.com*

Issues In Pediatric Ophthalmology: Retinal Disorders

This lecture presentation, with graphic illustrations, designed for professionals who work with young children with visual impairment and their families. The program includes the role of Vitamin A in preventing retinal degeneration, the status of retinal transplants, concerns about UV light exposure, explanation of rod/cone dystrophies, congenital stationary night-blindness, implications of retinal infections, eye pressing and the child with retinal disease. *Produced by The Blind Babies Foundation. Distributed by Child Development Media, www.childdevmedia.com*

Issues In Pediatric Ophthalmology: Juvenile Cataracts

This lecture presentation, with graphic illustrations, designed for professionals who work with young children with visual impairment and their families. The program includes a discussion about causes of cataracts, the reasons for/risks of cataract surgery for children, postsurgical cataract management: glasses/contact lenses/lens implants and nystagmus and its implications. *Produced by The Blind Babies Foundation. Distributed by Child Development Media, www.childdevmedia.com*

Learning to Communicate: The First Three Years

This videotape illustrates the milestones of normal communication development in the first three years of life. The anatomic prerequisites and environmental conditions necessary for speech and language development during this critical period are discussed. In addition, warning signs that may indicate a possible delay in speech and language development are outlined. Information is presented on where to seek assistance if a caregiver suspects that a child may have a delay in speech and language development. Closed captioned. *Distributed by Child Development Media, www.childdevmedia.com*



Learning Through Play (a set)

This series presents useful suggestions for interacting with infants (birth through 18 months) who have special health care needs, are at risk for developmental problems, as well as typically developing infants. Strategies, based on the Piagetian theory of cognitive development, illustrate ways to create and respond to opportunities that facilitate learning across a variety of settings in the home or hospital. Emphasis is placed on incorporating goals within care routines of the infant. *Produced by the University of Nebraska Medical Center Media Center. Distributed by Child Development Media, www.childdevmedia.com*

Making Sense of My World: Stimulating Sensory and Motor Development in Babies (a set)

The purpose of this series is to give parents and caregivers the tools to become actively involved in their child's development and to offer guidelines on how to provide the right stimulation at the right time. The series covers the first year of a baby's life. The videos in this series are presented chronologically (0-3 months, 3-6 months, 6-9 months, and 9-12 months) and divided into five sections: sensory and motor development including the visual system, the auditory system, the tactile system (touching and holding), and the vestibular system (movement). The videos outline the major characteristics of each age group, provide general guidelines on how to stimulate babies, and underscore the importance of recognizing individual differences. This is followed by suggestions for activities to stimulate babies to develop relevant skills at each stage. The games and activities are practical and can be carried out during everyday activities, such as during diapering, bathing, or feeding. Suggestions are from an occupational therapist, physical therapist and a speech and language pathologist. Part I: Birth to 3 months; Part II: 3 to 6 months; Part III: 6 to 9 months; and Part IV: 9 to 12 months. *Producer/Author Catherine and Gary Bailey. Distributed by Child Development Media, www.childdevmedia.com*

The Newborn: Development and Discovery

Addresses the newborn baby's developmental needs, appearance, behavior, and the bonding between parents and child. Additionally, Development and Discovery covers neonatal tests and assessments that determine the state of motor, reflex and sensory systems, and expands into cognitive and social skill development. Other issues, such as breast versus bottle feeding, and the cause, and care, of the at-risk infant are examined. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Parents Guide to Temperament: A Video Tape Series

This series of four videotapes was developed to introduce parents to the temperament approach of understanding the behavior of preschool-age children. The series is based on the original research of Drs. Stella Chess and Alexander Thomas and the work of the Temperament Program at Kaiser Permanente Northern California. *Distributed by Child Development Media, www.childdevmedia.com*

Play

The significance of play, types of play, adult roles in enhancing play and the way in which play influences development are some of the areas discussed and illustrated in this video. More than anything else, this tape offers many opportunities to observe, describe and discuss toddlers and young children at play. Discussion questions and a self-test are provided in accompanying print material. *Produced and distributed by Magna Systems Video, www.magnasystemsvideo.com*

Prenatal Development: A Life in the Making

The video explores the three stages of prenatal development offering insight and perspective into each. It also reviews organs and structures that nourish and protect the fetus during its critical trimester of development. Lastly, the tape discusses the influences that maternal, paternal, and environmental factors have on prenatal development. *Distributed by Magna Systems Video www.magnasystemsvideo.com*

Pregnancy and Birth: Caring and Preparing for the Life Within

Presents a contemporary look at pregnancy and the birth process and how our advances in technology and knowledge affect and influence both. Issues such as medical monitoring, testing and intervention are covered, and how they can reduce the possible complications of pregnancy, labor and delivery. In addition, Caring and Preparing for the Life Within discusses many of the most widely practiced childbirth methods and offers insight on sound prenatal care. *Distributed by Magna Systems video, www.magnasystemsvideo.com*



Ready to Learn

This video in Spanish and English, emphasizes the importance of developing early literacy skills, even with newborns. Parents and caregivers are given tips on how to encourage their children to be excited about reading, from birth into the early years. Segments include “Talk to Baby,” “Listen and Respond to Your Baby,” “Sing to Your Baby,” and “Read to Your Baby”. Developmentally appropriate practices, like selecting age-appropriate reading books and raising your child in a bilingual home, are addressed. Accompanying print materials offer additional suggestions. Handouts and strategies for using this video in training are included in *Building a Healthy Start: A Parent Educator’s Manual for the I Am Your Child Video Series*. Produced and distributed by I Am Your Child, www.iamyourchild.org

SMALLTALK: Creating Conversations with Young Children

This series illustrates how child providers, preschool teachers, and other early-childhood specialists can help young children, including those with special needs, develop skills needed to interact and communicate successfully. In this series “conversation” is considered any friendly interaction in which the participants take turns back and forth. Adults see how they can treat whatever the child does—movements, gestures, sounds, words, or phrases—as meaningful turns. Six programs cover 1) an introduction to SMALLTALK, 2) conversations throughout the day, 3) ways to create conversations, 4) helping young children learn to take turns, 5) designing the environment for conversation, and 6) helping children take turns with each other. Distributed by Child Development Media, www.childdevmedia.com

Small Wonders: Early Brain Development

Video distills into a simple form the latest information on brain research. By following a child and caregiver through typical routines and illustrating brain development through ordinary activities, this tape provides a concise, inexpensive professional development tool for multiple audiences. The opening segment on neurobiology is clear and concise, and is followed by segments on critical periods of brain development. Produced by National Center for Family Literacy, 325 West Main Street, Suite 200, Louisville, KY 40202-4251, www.famlit.org

Speech and Language Delays: What Do They Mean for Your Child?

This videotape briefly outlines the development of communication skills in the first three years of life. The warning signs and possible causes of a delay in speech and language development are discussed. The screening process and the benefits of early intervention of speech and language delays are illustrated. The evaluation process used to diagnose such delays and various avenues of treatment are described. Closed Captioned. Distributed by Child Development Media, www.childdevmedia.com

Ten Things Every Child Needs

Interaction. Loving touch. Stable relationships. Safe, healthy environments. Self esteem. Quality child care. Play. Communication. Music. Reading. This very inexpensive 1-hour videotape offers simple, well-supported suggestions for parents, teachers and child care providers that can help children develop social, emotional and intellectual skills. The tape’s examples provide a great marriage between theory (research findings) and practice (applications to daily interactions with young children). Produced and distributed by McCormick Tribune Foundation, 435 N. Michigan Avenue, Suite 770, Chicago, IL 60611, www.rmtf.org/education/resources.htm

Theories of Development

Overview of theory included: cognitive, psychosexual, psychosocial, behaviorist, social learning, and sociocultural. Explains the concept of the “whole child” and shows how theories tend to focus on only part. Gives examples of how one theory can contradict another. Theorists include: Piaget, Freud, Erickson, Gesell, Skinner, Vygotsky. Distributed by Magna Systems video, www.magnasystemsvideo.com

Tomorrow’s Children

This tape addresses the need for early-intervention/early education services for young children with special needs and comprehensive services for high-risk infants and preschool children. The tape emphasizes the impact of services and the long-term benefits to the children, their families and the community. Children are shown in a variety of learning activities while their teachers relate their experiences in helping them learn and grow. Three parents describe their experiences with early intervention and the difference the service has made to them and their children. The tape concludes with a longitudinal review of a young woman, now a college student, who at 19 months was identified with special needs and was provided with special education services from infancy through high school. Produced by Special Education Services, Vallejo City Unified School District, Vallejo, CA. Distributed by Child Development Media, www.childdevmedia.com



Evaluation and Assessment

“But He Knows His Colors”—Characteristics of Autism in Children Birth to Three

The video examples the behavioral characteristics seen in children with autism who are under the age of three. The children, ages birth to three, and their families were filmed during evaluation by the interdisciplinary team from the New Mexico Autism Program. Discussion as to the importance of early diagnosis and intervention for children and their families is part of the video. *Produced by the New Mexico Autism Program. Distributed by Child Development Media, www.childdevmedia.com*

Early Infant Assessment Redefined

This video is a longer version of *Is my baby OK?* and offers good teaching/training material in the areas of honoring family concerns about child development, family-centered interactions and recognizing milestones of physical development. *Distributed by Pathways Awareness Foundation, www.pathwaysawareness.org*

First Years Together: Involving Parents in Infant Assessment

This video is based on the experiences of parents and professionals who participated in First Years Together, an early-intervention program for high-risk infants and their families. The staff of First Years Together have developed a model assessment process which recognizes the concerns parents bring to an evaluation of their infant—the infant’s worrisome start as well as their own questions and concerns about their ability to parent. The video demonstrates the significance of involving parents in infant assessment as an opportunity for intervention, support and education. In both formal and informal assessment situations the needs of parents and infants alike can be addressed. Designed for professionals in mental health and health-related fields and for families whose infants were born prematurely or with conditions requiring follow up. *Distributed by Child Development Media, www.childdevmedia.com*

Infant/Toddler Environment Rating Scale

This multimedia package demonstrates how to use the Infant/Toddler Environment Rating Scale. Each training package contains an interactive videotape and an Instructor’s Guide, which explains how to present the various training activities and provides answers and explanations for any questions that may arise. A 16-page Video Guide and Training Workbook, containing training activities, is sold separately. Each participant will require a personal copy of the Video Guide and

Training Workbook, which can be reproduced for use in the classroom for educational purposes. *Available at Teachers College Press, www.teachercollegepress.com*

Is My Baby OK? (¿Mi bebé está bien?)

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

Learning about Young Children: Play-based Screening in Early Childhood

This informative video introduces a different spin on preschool/ kindergarten screening: observing children as they play and interact in a school environment. The variety of scenes of children playing holds your attention while experienced early childhood educators and program coordinators, speech language pathologists and other professionals thoroughly describe why play-based screening works and how programs can plan a similar screening. Parents featured in the segments reacted positively to the approach, commenting that their children seemed to enjoy the day at their new school. The 20-minute video gives examples of activities, such as the sand play table, and how they relate to the development of the child being observed/ screened. *Distributed by Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501.*

Observation

Much of what we know about children is learned through careful observation of child growth and behavior. In this module the viewer is guided through several sequences of naturalistic observation of infants, toddlers, and preschoolers. Methods more suitable with older children and techniques of recording behavior are described. Mention is also made of the ways in which information from observation is used to plan appropriate experiences for children. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*



Observing Cassandra: A Transdisciplinary Play-Based Assessment of a Child with Severe Disabilities

Transdisciplinary Play-Based Assessment (TPBA) is both an assessment and intervention process that involves a child in structured and instructional play situations that provide opportunities for developmental observations of cognitive, social-emotional, communication and language, and sensorimotor abilities. This video offers the opportunity for hands-on practice in note taking and observation. The TPBA session presented on this video is facilitated by the speech-language pathologist who works with Cassandra, a four-year-old who has severe health problems and developmental delays, and by her mother. The other members of her transdisciplinary team observed the session, which was conducted in Cassandra's preschool classroom. Used together the videotape, workbook, and tablet of forms can help team members to practice their skill in observing children at play and in recording notes about the children's developmental strengths and areas of concern. By contrasting their own reports with the completed versions in the workbook, professionals can identify their strengths and learn how to improve their assessment techniques. Suitable for individual or group study. *Produced by Toni W. Linder, Ed.D. Distributed by Child Development Media, www.childdevmedia.com*

Observing Preschoolers: Assessing First and Second Language Development

In 30 minutes, this videotape illustrates a thoughtful process for learning more about young children through observation, documentation and discussion. This is a useful resource for supporting the development of observation skills and for learning to distinguish between children who are different and children who are disabled. *Produced and distributed by California Department of Education, www.cde.ca.gov/cdepress*

Observing Young Children: Learning to Look, Looking to Learn

A 30-minute videotape and accompanying guide help new and experienced early childhood educators to observe and learn about children as a way to individualize programs and adjust environments. Observation techniques are described and guided practice opportunities are provided. This resource is appropriate for self-instruction or use with a group. *Produced by Colker, L. J. Distributed by Teaching Strategies, www.TeachingStrategies.com/bookshop.html*

Vision Tests for Infants

In this video a pediatric optometrist demonstrates a comprehensive battery of vision tests that are appropriate for infants under 12 months of age. These tests include fixation and eye alignment tests; behavioral tests; Electrophysiological tests; and checking ocular health. *Producer/Author Deborah Chen, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

What Can Baby See? Vision Tests and Interventions for Infants with Multiple Disabilities

This video identifies the importance of early identification of visual impairment in infants with severe and multiple disabilities. A pediatric optometrist demonstrates five common vision tests checking ocular health. It shows an early interventionist obtaining functional vision information from two infants who have both visual impairment and hearing loss through structured observation in the home and parent interview. Parents share their feelings about their infants' disabilities. The video provides examples of selected interventions used in an infant program. *Produced by Deborah Chen, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*



Individualized Family Service Plan

Creating a Vision: The Individualized Family Service Plan

This video illustrates Colorado's model for developing and implementing the IFSP; including the priority for the IFSP process to be adaptable, flexible, family-centered and supportive of families' values, goals and dreams. *Produced by the Colorado Interagency Coordinating Council and Colorado Department of Education. Distributed by the Denver Early Childhood Connection.*

A Family's Guide to the Individualized Family Service Plan

Figuring out how to get services for their child and family is frustrating for most parents of infants and toddlers with special needs. This video explains the IFSP process. With its accompanying booklet the video shows parents how an IFSP is developed and implemented. Topics: the different sections of the IFSP, the roles of different professionals on their child's team, documentation of goals and outcomes, federal law requirements of executing IFSPs. *Produced by Juliann J. Woods Cripe, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Family and the IFSP Process

This video and facilitator's guide provides a foundation for training about the Individualized Family Service Plan (IFSP) process, required under Part C of the Individuals with Disabilities Education Act (IDEA). An essential part of statewide, local, inservice, and preservice training about the IFSP, the video builds understanding of the process while promoting family centered approaches. Developed for a national audience, this tape was intended for training needs and requirements for the IFSP. It describes 11 key landmarks in the IFSP process and what happens at each landmark. It also demonstrates how things can go wrong when family-centered approaches are not used and provides opportunities for practice and skill-building. The Facilitator's Guide includes guidelines and suggestions for facilitators, as well as handout masters for duplication and resources for further information. *Produced by the Kennedy Krieger Institute. Distributed by Child Development Media, www.childdevmedia.com*

IEP and IFSP: Process Compared

The Individualized Educational Plan (IEP) and the Individualized Family Service Plan (IFSP) meetings are compared. Staff from the project demonstrate the differences between the IEP and IFSP process in areas such as meeting style, involvement of the parent as a member of the intervention team, and professional collaboration. *Distributed by Child Development Media, www.childdevmedia.com*

IFSP

In this video, providers discuss and illustrate new approaches and practices as they work cooperatively with families to identify and access resources to help families reach their goals. In addition families talk about their experiences and expectations with the IFSP process. *Distributed by Child Development Media, www.childdevmedia.com*



Interactions with Families

The Child in the Family

Shows the roles of parents and functions of the family through interviews with parents and video profiles. This focus on families provides the information and insight significant to all who seek to understand the child and support the family in child rearing.

Distributed by Magna Systems Video, www.magnasystemsvideo.com

Conversations for Three: Communicating Through Interpreters

This video is designed to show service providers, educators, and interpreters how to communicate effectively with all families, regardless of their cultural or linguistic backgrounds. The program walks professionals through characteristic situations with interpreters to show them how mistakes in interpretation and a lack of awareness of cultural differences can lead to ineffective communication. The accompanying Discussion Guide provides objectives, key terms, discussion questions, and activities for conducting a discussion group. This program will help service providers and interpreters build collaborative team relationships with families of diverse cultural and linguistic backgrounds. Producer/Author Deborah Chen, Sam Chan, Linda Brekken, with contributions from Aracelly Valverde. *Distributed by Child Development Media, www.childdevmedia.com*

Delivering Family-Centered, Home-Based Services

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

Equal Partners: African American Fathers and Systems of Health Care

A forceful, important examination of the special challenges African American fathers confront when parenting children with special needs. *Produced and distributed by Washington State Fathers Network, www.fathersnetwork.org*

Family-Centered Care: Bloopers, Blunders and their Alternatives

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

Family-Centered Home Health Services for Young Children: Responding to Families

In this video families receiving home health services describe some of the stress they experience from lack of privacy, disruption of normal family living, inconsistent nursing personnel, etc. In the second half of the video family members and home health personnel discuss important considerations for caregivers such as relating to the child as an individual, understanding the parent's role as primary caregiver and head of the house, and working as a team. A supervisor's observations form in the guide includes a checklist of behaviors measuring responsiveness to families. *Produced by Judith L. Pokorni, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Family-Centered Home Health Services for Young Children: Building Family-Centered Care Coordination

This video describes the role of care coordination in serving young children with ongoing health needs. The following four reasons for providing family-centered coordination for these families are discussed: 1) to assure a smooth transition from hospital to home, 2) to support the family in their role as primary caregivers, 3) to assure the child's optimal functioning with the family, and 4) to assure the transition to community based services. Information on early-intervention services within the community is included in both the video and the guide. *Produced by Judith L. Pokorni, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*



Family Focused Interview

The Family Focused Interview was developed at Frank Porter Graham Child Development Center to provide early interventionists with an ongoing process of interacting with families in a collaborative spirit to implement a truly family-focused intervention program in compliance with Part C of IDEA. This is a self-instructional program that will develop initial skills in conducting the Family Focused Interview. In Part I the five phases of the Family Focused Interview are described, examples are given, and the Interview's interrelationship with Part C of IDEA and the IFSP process is explained. Part II discusses the concrete skills necessary to conduct the interview. The workbook is used to develop skills shown in the tape. *Distributed by Child Development Media, www.childdevmedia.com*

Listening to Families: Videotapes (a set)

This 13-tape series is designed to meet the need for training early interventionists to work effectively with families. Two of the tapes are content specific (Exploring Family Strengths and Building Family Partnerships). The remaining tapes illustrate in-depth conversations between therapists and families of young children with disabilities. Accompanying brochures offer highlights of each video, including teaching objectives and discussion questions. *Produced by Jana Staton, Ph.D., American Association for Marriage and Family Therapy Foundation. Distributed by Child Development Media, www.childdevmedia.com*

Parents as Partners

This set of booklets and accompanying video were produced to assist families in understanding the services provided in early intervention/early education programs. The video discusses the need to provide parents with appropriate written material on services and describes how the booklets can be used to support families. Booklet Series One (8 booklets) is for the birth-to-three years programs and Booklet Series Two (8 booklets) is for preschool programs. Topics included in the booklets are family rights, gathering family information, assessment, developing IFSPs and IEPs, service coordination, and transition. The booklets were specifically organized and written with a minimum of terminology and are appropriate for families with low literacy. Booklets are available in English and Spanish. Video with Booklet Series One (birth-to-three) 10 sets of 8 and Booklet Series Two (preschool) 10 sets of 8. *Produced by Helen Hammond, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Parents and Professionals: Partners in Co-Service Coordination

Training guide included. This video and accompanying guide present a model of service coordination for families with an infant or toddler with special needs. The model is Co-Service Coordination where parents and professionals work together as partners to find, access, arrange, and monitor services that the families need. The model is based on the premise that parents know their child's strengths, needs, likes, and dislikes. Service coordination varies from family to family and changes over time as different needs arise. With this model sometimes the parent leads, sometimes the professional leads, and sometimes they work together. In three vignettes, parents and professionals illustrate the complicated issues surrounding effective co-service coordination and the mutual benefits of this model. The guide provides an explanation of the model, discusses questions related to the video, and suggests activities. *Distributed by Child Development Media, www.childdevmedia.com*

Special Kids, Special Dads

Historically when professionals in this field address a parent, they tend to speak to the mother as the dominant figure in a child's life. This video, featured on Midwestern PBS, is the first ever produced about fathers of children with special needs and fosters understanding for assisting these fathers in parenting their children. Three fathers share their dreams and frustrations of raising their children and discuss the benefits of support groups. This video is a must-see for health care providers, directors of family support networks and community early intervention professionals. *Distributed by Washington State Fathers Network, www.fathersnetwork.org*



Legal Mandates

Early Intervention on the Move

This 14-minute tape likens the interrelated components of Part C of IDEA to the parts of a bicycle. This is a revised version of the original 1992 tape. It offers a light overview of the early intervention legislation that could stand alone or be followed by an in-depth exploration of law/bicycle “parts.” *Distributed by Child Development Resources, www.cdr.org*

Mariah’s Story

A true story of Mariah Slick who has Down syndrome. This video is the story of her family and their transition journey from infant-toddler intervention to special education services at the nearby Head Start. It is also the story of the service providers who assisted the Slicks during their transition decision. The video contains three modules: Meeting the Family, the Transition Meeting, and the IEP Meeting. The Workbook follows the seven-step process of transition: Planning ahead, Transition meeting, Evaluation, Staffing, Preparing for the IEP, IEP/IFSP Meeting, and Putting the IEP/IFSP into action. At each step four components are considered: Important Roles in Transition, Reflections on Mariah’s Story, Excerpts from Mariah’s Files, and Activities for Transition Skill Building. Appropriate for preservice and inservice education. Closed Captioned. *Producer/Author Bridging Early Services Transition Project. Distributed by Child Development Media, www.childdevmedia.com*

A New I.D.E.A. for Special Education

This video seeks to help educators and parents better understand the Individual with Disabilities in Education Act. The information presented is intended to help guide the child through the system. The video addresses the legal framework and what it means to the everyday classroom experience. It also stresses the collaborative relationship between parents and educators. Topics covered include the law; the referral process into the special education system; the evaluation process of a child; creating an individualized education program; and related services; preparing for transition, discipline, medication, and standardized testing. *Producer/Author Edvantage Media, Inc. Distributed by Child Development Media, www.childdevmedia.com*

Transition: A Time for Growth

With the guide Step Ahead at Age 3. Families talk about their experiences as they move through a seven-step transition process from early intervention to special education. Families and service providers walk through this transition together, one step at a time. The steps are as follows: Planning ahead, Transition meeting, Evaluation, Staffing, Preparing for the IEP, IEP/IFSP Meeting, and Putting the IEP/IFSP into action. Highlights that transitions are more successful when families and service providers work through the process together, sharing their views of the child, their understandings of the law, and their creative ideas to make appropriate education a reality for every child and family. Closed Captioned. *Producer/Author Bridging Early Services Transition Project. Distributed by Child Development Media, www.childdevmedia.com*



Natural Environments

Activity-Based Intervention

This practical video illustrates how activity-based intervention can be used to turn everyday events and natural interactions into opportunities to promote learning in young children of all abilities. Visual examples, suitable for preservice or inservice use, introduce ways to use daily activities to maximize growth and development. *Produced by Bricker, D., Veltman, P., & Munkres, A. Distributed by Paul H. Brookes Publishing Company, www.paulhbrookes.com*

Anyplace, Anytime, Anywhere Series

This series of three videotapes (*Everyday Learning in Classroom Activities/Community Activities, and Family Activities*) focuses on children learning in their natural environments. Each video provides a basic awareness level with images and suggestions of the everyday routines and activities of young children. Print materials to support implementation are not provided, but a web site (www.poweroftheordinary.org) offers thoughts and examples. *Produced by Health, D. Distributed by Winterberry Press, <http://wbpress.com>*

Family Guided Activity-Based Intervention for Infants & Toddlers

Folding laundry, playing with toys, drinking from a bottle—daily routines and activities like these provide an ideal context in which infants and toddlers can develop critical life skills. This video gives early childhood professionals a first-hand look at family-guided, activity-based intervention and provide strategies that enable parents and other caregivers to take advantage of children's natural learning opportunities. This video is a useful tool for professionals interested in improving child learning and development through family interactions. *Produced by Juliann J. Woods Cripe, Ph.D., University of Kansas at Parsons. Distributed by Child Development Media, www.childdevmedia.com*

It Makes Sense: Providing Services in the Natural Environment

Parents and professionals describe the benefits of services and supports that utilize routines based approaches in natural environments. The video shows early interventionists providing services to children with special needs and their families from birth to 3 in a variety of familiar settings (pool, park, community-based music and movement class, playground). Good, clear examples for use in teaching or training. *Distributed by Hope Publishing, www.hopepubl.com*

Just Being Kids: Supports And Services “Infants and Toddlers and Their Families Everyday Routines, Activities, and Places”

Just Being Kids illustrates how supports and services for infants and toddlers with special needs can be provided in the context of families' everyday routines, activities, and places known as “natural environments”. Each of the stories on this 50 minute video demonstrates recommended practices. *Produced by Early Childhood Connections of the Colorado Department of Education and JFK Partners, University of Colorado Health Sciences Center. Distributed through Western Media Products, www.mediaproductions.com*

Making the Most of Early Communication

This video emphasizes the importance of making use of the child's available senses, using familiar routines and turn taking games, and using systematic and direct instruction for encouraging communication. It shows various communication strategies (oral and total communication, touch and object cues) with a variety of infants, toddlers, and preschoolers with multiple disabilities/vision and hearing loss at home and in preschool activities. Children from five different programs are shown. *Produced by Deborah Chen, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Play

Illustrates the significance of play, types of play, adult roles in enhancing play and the way in which play influences development. More than anything, this tape offers many opportunities to observe, describe and discuss toddlers and young children at play. Discussion questions and self-test are provided in accompany print material. *Distributed by Magna Systems Video, www.magnasystemsvideo.com*

Power of the Ordinary: A Photographic Journey of Children's Everyday Learning Opportunities

These nine minutes of photos teach and remind that every experience, whether it is shopping in a grocery store or drawing in the sand, is a learning opportunity for a young child. This video would be a good choice to show to practitioners or students to develop an appreciation of learning opportunities within everyday routines and activities. *Produced by Dunst, C., Roberts, K. & Gosser, E. Distributed by Winterberry Press, <http://wbpress.com>*



Videos

Same Time, Same Place

Videotape features children with disabilities in a variety of inclusive settings. Focuses on the roles and responsibilities of multiple disciplines (including a pediatrician) in the inclusion process for children with severe disabilities in child care centers and family child care homes. *Distributed by Purdue University, www.purdue.edu*

Talking From Infancy: How to Nurture and Cultivate Early Language Development

These materials provide a guide for using language interactively in play and care routines to foster the early development of language, social, and cognitive competency. The book, *Talking from Infancy*, furnishes detailed descriptions of methods and principles and includes sections on language delay and techniques for monitoring progress. The video shows teachers and parents illustrating methods of interacting in a wide variety of play: vocalization play, word play, phrase and sentence play, and narrative theme activities. *Distributed by Child Development Media, www.childdevmedia.com*

Together We Can Know the World: Moving Forward with Music

This tape demonstrates how music can be a successful way to have fun with a child while encouraging conversations and language. The video shows comments and observations of parents regarding techniques. *Producer/Author Hanen Center. Distributed by Child Development Media, www.childdevmedia.com*

Together We Can Know the World: Sharing Books

This tape illustrates parent-child interaction during reading activities. Parents share strategies that enhance the activities such as reducing rate, pausing, simplifying language. *Producer/Author Hanen Center. Distributed by Child Development Media, www.childdevmedia.com*

Together We Can Know the World: Creating Together

Emphasizes communication and stimulation strategies utilized during art activities. Strategies such as labeling, expanding, and repeating are illustrated throughout the tape. Parents provide personal accounts of their experiences using art with their children. *Producer/Author Hanen Center. Distributed by Child Development Media, www.childdevmedia.com*

Program Implementation

Aural-Oral and Sign Options for Hearing Families in Early Home Programming

This videotape explores communication options for young children who are deaf or hard of hearing. It is especially useful for parent advisors as they discuss communication options with families. The videotape discusses various aural-oral communication approaches and shows young children and their families using these approaches. The tape also discusses visual communication options including Total Communication using Manually Coded English, American Sign Language (ASL), and Bilingualism. Examples are shown of ASL compared to Manually Coded English with young children and their families using the various sign options. *Produced by SKI*HI Institute in Logan, UT. Distributed by Child Development Media, www.childdevmedia.com*

Autism Spectrum Disorders and the SCERTS Model: A Comprehensive Educational Approach

This video series recognizes the core needs of children with autism spectrum disorders (ASD) and addresses their communication and social-emotional abilities. The video is accompanied by booklets. Goals and strategies are established in three critical domains: Social Communication, Emotional Regulation, and Transactional Supports. The first video provides an overview of the SCERTS Model, the second illustrates its application to children with more severe forms of autism and the third illustrates its application to children who require less support. *Produced by National Professional Resources and Brookes Publishing. Distributed by Brookes Publishing Company, www.brookespublishing.com*



DEC recommended practices: Selected strategies for teaching young children with special needs

This 18-minute video is designed to assist early childhood teachers and other early childhood/ early intervention partners in helping all children achieve important learning objectives and grow as individuals. Based on the Division of Early Childhood nationwide research that included literature reviews and focus groups of parents, teachers and administrators about what best demonstrates different learning environments and teaching procedures from *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* and *DEC Recommended Practices Program Assessment*, including peer-mediated strategies, consequences, prompting strategies, naturalistic teaching procedures and much more. Footage from real classrooms provide good illustrations for discussion with students or staff. *Produced and distributed Sopris West, www.sopriswest.com*

Developmental Intervention for Hospitalized Infants: Neonatal Intensive Care Unit (NICU) Series (set)

This series translates research on the development of hospitalized premies, infants and older children into specific ways of promoting emotional and physical health. Study guides, bibliographies and pre/post tests are included. The series includes the following NICU Staff Development tapes: Premie Development: An Overview (14 min.); The Premie and the NICU Environment (16 min.); Positioning and Handling the High Risk Infant (15 min.); The Growing Premie (12 min.); and Helping Families in the Special Care Nursery (14 min.). The series also includes the following NICU Parenting Tapes: Parenting the Acutely Ill Infant (14 min.); and Parenting the Growing Premie (9 min.). The tapes can be purchased individually or as a set. *Produced by Judith L. Pokorni, Ph.D., Distributed by Child Development Media, www.childdevmedia.com*

Developmental Intervention for Hospitalized Infants: Pediatric Series (a set) 3 tapes

This series translates research on the development of hospitalized infants and older children into specific ways of promoting emotional and physical health. Study guides, bibliographies and pre/post tests are included. The set includes: Promoting the development of Infants with Prolonged Hospitalization, Helping Families of Infants with Prolonged Hospitalization, Parenting the Infant with Prolonged Hospitalization: There are two sets, one specifically for staff and another for parents. *Produced by Judith L. Pokorni, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Discipline: Teaching Limits with Love

This 27-minute video features nationally-known child development experts T. Berry Brazelton (English) and Antonia Novello (Spanish) giving tips on loving and effective ways to discipline young children. Information is organized by the age of the child (e.g., infants, toddlers, 2-year olds) and includes illustrations and suggestions on what is reasonable to expect from a child at a given stage of development, techniques for setting effective limits, and avoiding physical punishment. The visual segments are very engaging and could be used effectively in preservice or inservice settings. This is also a good resource to share with new parents or families of young children and their caregivers. Handouts and strategies for using this video in training are included in *Building a Healthy Start: A Parent Educator's Manual for the I Am Your Child Video Series. Early Childhood Public Engagement Campaign. Produced and distributed by I Am Your Child, www.iamyourchild.org*

Early Uses of Total Communication

This video illustrates how the total communication approach is used with children with Down syndrome. Presents a developmental rationale for introducing sign with speech at the time of the child's first birthday. Parents whose young children have benefited from total communication discuss their initial concerns, how they learned to use total communication, how they chose signs to use with their children, and their personal feelings about the advantages and disadvantages of incorporating total communication into their lives. *Produced by Betsy Gibbs. Distributed by Child Development Media, www.childdevmedia.com*

Introduction to the ECO Program

ECO is an approach to assessment and training that shows adults how to help pre-conversational children learn to communicate through balanced interactions with adults. The ECO program stresses adult-child interaction as the basis for a child learning social play, turn taking, preverbal communication, and language. It also increases social interaction and language learning for children with a variety of special needs, including developmental disabilities, motor delays, behavioral disorders, and autistic-like characteristics. *Produced by the Nisonger Center, Division of Speech and Hearing Science, Ohio State University. Distributed by Child Development Media, www.childdevmedia.com*



ECO Video II: Balance

Giving the child sufficient time to participate in interaction is perhaps one of the most powerful ways to motivate children to communicate. Allowing the child to do as much as the adult helps him get into the necessary game of learning to communicate. Balancing shows the child the essential give-and-take habit that many children frequently do not experience. Balancing helps the child be more active than passive, thus having more opportunities to become a communicating partner. Balancing is the art of doing less to get more from a child. *Distributed by Child Development Media, www.childdevmedia.com*

ECO Video II: Match

When adults match a child they act and communicate in ways a child can and in ways that show a subsequent developmental step. Children too often see and hear models that are far beyond their capability. Consequently they often avoid the interaction they need for language and communication. *Distributed by Child Development Media, www.childdevmedia.com*

ECO Video II: Responsiveness

Adults often do not understand the value of each little response they make while interacting with a child. Learning to respond sensitively to the little developmental steps to communication, parents and other partners can help children communicate both non-verbally and verbally in any natural context. Learning to not respond to immature or inappropriate communications is also helpful. *Distributed by Child Development Media, www.childdevmedia.com*

ECO Video II: Nondirectiveness

Learning to communicate involves more than being told or asked what to do. When adults learn to reduce questions and demands children often stay longer in interactions and have more opportunities to create their own communications. When adults become less controlling children become more successful in communicating. *Distributed by Child Development Media, www.childdevmedia.com*

ECO Video II: Emotional Attachment

A child learns language to the degree that he stays interacting with people. He will say more if he is emotionally attached to people, is experiencing support and acceptance, and having fun. Enjoyable activities will yield more opportunities to communicate than traditional work and teaching tasks. *Distributed by Child Development Media, www.childdevmedia.com*

Family-Centered Home Health Services for Young Children: Encouraging Communication and Play

This video describes strategies for integrating activities that promote communication and play skills into everyday care. The first half of the video focuses on communication skills and shows strategies for

encouraging communication during routine nursing care. The second half focuses on play and includes suggestions for engaging in interactive play and for using toys appropriately. A supervisor's observation form in the guide includes a checklist of specific behaviors for promoting communication and play skills. *Produced by Judith L. Pokorni, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Family-Centered Home Health Services for Young Children: Encouraging Motor Development

This video illustrates the sequences of fine and gross motor skills that typically develop in the first few years of life. It also includes three basic principles for encouraging motor development: 1) positioning the child in the most stable and normal positions possible; 2) giving the child plenty of time in a variety of positions, and 3) providing many opportunities to use hands and fingers. Techniques for using each principle throughout caregiving routines are illustrated. A supervisor's observation form in the guide includes a checklist of specific behaviors for promoting motor skills. *Produced by Judith L. Pokorni, Ph.D. Distributed by Child Development Media, www.childdevmedia.com*

Feeding and Swallowing Video Series

This series of seven videotapes was developed to provide unique learning and teaching opportunities for both professionals and parents when dealing with basic concepts and effective treatment strategies associated with feeding and swallowing problems. Set includes: The Development of Early Skills: An overview of the development of eating skills and factors that can cause problems. The Impact of Proper Positioning and Handling on Feeding: Key concepts in positioning and handling to help facilitate successful eating. Identifying and Managing Oral Hypersensitivity: An overview of tactile perception and the effects of hypersensitivity on the feeding process. Includes examples of how to incorporate desensitization activities into the child's day. Using Behavior Approaches to Feeding Your Child: Examines the impact of behavior on mealtimes and outlines applicable basic principles to behavior management. Direct Therapy Strategies for Feeding and Swallowing Problems: Addresses the strategies to improve the specific components of feeding and swallowing. Indirect Management Strategies for Feeding and Swallowing Problem: Addresses various issues in feeding and swallowing and demonstrates strategies involving direct management of the mealtime environment and/or feeding procedure. The Identification of Medically Related Issues: Discusses the anatomy and physiology of the gastrointestinal and respiratory systems. Includes discussions of alternative feeding methods via feeding tubes and problem resolution through surgery and medical follow-up. *Produced by Munroe-Meyer Institute, University of Nebraska. Distributed by Child Development Media, www.childdevmedia.com*



Gentle Touch

Gentle Touch is an adaptation of pediatric massage techniques. The format of this tape is a group interview with foster parents of drug-exposed infants who have participated in training offered to foster parents in New York City. An infant interventionist and a social worker conduct the interview. The foster parents describe the benefits and experiences they have had using infant massage with their foster children. Individual accounts of building relationships as well as of medical and social issues, which are unique to drug exposed infants, are discussed. *Produced by the Drug-Exposed Infants Project at Leake and Watts Services, Inc., Yonkers, NY. Distributed by Child Development Media, www.childdevmedia.com*

Giving our Children the Best: Recommended Practices in Early Childhood Special Education

This 18-minute videotape is a useful resource for personnel working in early education programs. It describes the research and values basic for developmentally appropriate practice and other quality features of early childhood programs, including family-centeredness, integration of related services, and transition planning. Good footage of assessments and other interactions in natural settings, and footage of, and advocacy for, a consultative model for the delivery of related services. *Produced and distributed by Western Oregon State College Teaching Research Division, www.tr.wou.edu*

The Healing Cycle: Infants in Recovery

Describes how to create an environment for the newborn infant exposed to drugs, alcohol, and other substances in utero that restores a sense of connectedness and begins the healing process. It describes how meeting the needs of this special population of infants, caregivers will help with the formation of self-regulation, trusting attachments, self-esteem, and healthy movement patterns. Child development professionals describe and demonstrate a healing environment that includes listening and communicating, touching in a comforting way, changing the environment, creating physical security, and developing healthy movement patterns. *Producer/Author Epiphany Early Intervention Training Program. Distributed by Child Development Media, www.childdevmedia.com*

Interdisciplinary Teamwork: A Team in Name Only and Becoming an Effective Team

This two-part video emphasizes the effects of team process on the recipients of team service, young children with disabilities, and their families. Both segments provide the opportunity to see a team in action, first not functioning effectively and then learning to do things right. *Produced by Virginia Institute for Developmental Disabilities. Distributed by Child Development Media, www.childdevmedia.com*

Introduction to the NICU and Caring for Your NICU Baby (a set) 2 tapes

The set includes: Introduction to the NICU (15 min.)—Parents see and hear the sights and sounds of the NICU and learn about problems common to NICU infants. Techniques and equipment used to counteract these problems are demonstrated and the various people who staff the NICU are introduced. The importance of parents being involved in their baby's care is discussed and basic techniques for safely touching, holding, and repositioning their baby are described; Caring for Your NICU Baby (17 min.)—Techniques for feeding, bathing, and taking a baby's temperature are demonstrated. Differences in development between pre-term and full-term babies are described and cues that may signal illness are identified. The tape informs parents and gives them the opportunity to witness basic care techniques that can prepare them to care for their infant at home. *Produced at the Kansas Early Childhood Research Institute, University of Kansas, Lawrence. Distributed by Child Development Media, www.childdevmedia.com*

Introduction to Sensory Defensiveness

This program features Patricia Wilbarger, M.Ed., OTR, FAOTA and the 3-step treatment approach she developed based on sensory integrative principles. Case studies are highlighted throughout the program and are designed to communicate the concepts and possible outcomes of the therapy plan. *Produced by PDP Products with Patricia Wilbarger. Distributed by Child Development Media, www.childdevmedia.com*

Journey to a Place Called Home

This is the story of a model transitional care home that was established to permit medically fragile and technologically dependent infants and toddlers to live with a family in the community. These children have no alternative to prolonged hospitalization where the cost is enormous both for the actual care and in terms of the compromised development of the child. The transitional home offers an environment that is developmentally sound, emotionally secure and medically safe. Interviews with health-care providers and parents document that children do better in the transitional care home in terms of social behavior and improvement of medical problems, allowing them to strengthen and finally to unite with families in a permanent home. *Distributed by Child Development Media, www.childdevmedia.com*



Learning and Communication: Functional Learning Programs for Young Children

This video introduces Functional Learning, a therapeutic intervention program for children with developmental delays and their parents. Functional Learning describes normal early learning, which depends on the growth of Learning Tools. These are cognitive tools, ways of thinking and problem solving which all children use to learn about their environment. The Learning Tools consist of placing, pairing, matching, sorting, sequencing and brick building. These terms are defined in the video. The video highlights the early self-motivated play and learning of a typically developing child, from five months to two years of age, as she acquires her Learning Tools. This child's play, communication and behavior are compared with nine developmentally delayed young children whose play, learning and communication have not yet developed and whose Learning Tools are discrepant from what would be expected of children of their age. The video also shows brief, longitudinal studies of three children and their parents involved together in Functional Learning activities. The accompanying handbook 1) defines the Learning Tools, 2) gives a step-by-step guide for facilitating the Learning Tools and 3) has a question-and-answer section for additional clarification. *Produced by Katrin Stroh and Thelma Robinson. Distributed by Child Development Media, www.childdevmedia.com*

Medical Issues Impacting Feeding & Swallowing

A companion to the Feeding & Swallowing Video Series this video explains some of the medical issues that effect feeding and swallowing. Such problems can become very serious for children, particularly those children with special needs. This tape concentrates on two particular problems: gastroesophageal reflux and aspiration. Indicators of these problems, diagnosis of these problems and some of the methods used for managing these problems are discussed. Intended for use in a clinical or classroom setting, parents can also view this video to make more informed decisions about medical advice related to these issues. *Produced at Munroe-Meyer Institute, University of Nebraska Medical Center. Distributed by Child Development Media, www.childdevmedia.com*

The Next Step: Including the Infant in the Curriculum

Looking for a resource to bridge the gap between brain development theory and daily practice? This 22-minute video starts with the definition of an infant that the most recent research has given us; a curious motivated pre-programmed learner in need of trusting and secure relationships as the base for both independent and interactive learning. Good examples of how routines-based approaches can support the development of infants

of diverse abilities are provided throughout the film. *Produced by Lally, J.R., Mangione, P.L., Singer, S., & Butterfield, G.O. Distributed by California Department of Education, www.cde.ca.gov/cdepress*

Oh See, Can You Say?

This videotape is a primer for learning sign language. It presents in dictionary format 117 basic vocabulary words and ten phrases in sign language. The signs were filmed in natural settings (home, farm, playground) using referent objects, actions, persons, and animals. Each word is signed, spoken, and captioned to accommodate all learning styles. *Produced by Eye Wonder Videos, Inc. Lombard, IL. Distributed by Child Development Media, www.childdevmedia.com*

Painting a Positive Picture: Proactive Behavior Management

This 25-minute video illustrates how adults may help children manage their behavior in an encouraging, nurturing and positive manner while supporting each child's self-esteem. The proactive/preventive strategies included in the video footage focus on addressing the child as a whole person, teaching without criticizing and discipline vs. punishment. *Produced by the Indiana Family and Social Services Administration. Distributed by the National Association for the Education of Young Children (NAEYC), www.naeyc.org*

Pathways in Early Intervention Service Coordination (a set)

Video, video guide and companion training manual. Illustrates some personal challenges faced in providing early intervention service coordination. Four scenarios are presented that coincide with four clusters of service coordination activities: 1) Choosing the Pathway: getting started in the IFSP process; 2) The Journey: providing follow-along to families in implementing and monitoring the IFSP; 3) Detours Along the Way: facing unexpected, immediate needs or crises; and 4) Changing Pathways: facilitating transitions. Each scenario targets one of the clusters of activities and highlights important skills. In each vignette one or more unresolved dilemmas are depicted. A problem-solving format is used to acknowledge that there are no ready solutions to these dilemmas. Following each scenario questions to guide discussion appears on the screen. Detailed information about the complex issues raised in the video is provided in the comprehensive training manual. Also includes activities, practical resources, overheads, and handouts. *Producer/Author Pathways Service Coord Inserv. Project. Distributed by Child Development Media, www.childdevmedia.com*



Show 'N Tell Stories: Bilingual Story Telling for Deaf Children and Their Families

This tape presents an approach for teaching adults to read to young hearing-impaired children. This tape was developed to help develop vocabulary, sign language fluency, and appreciation for both Signing Exact English and American Sign Language. Actress Marlee Matlin introduces Series I, which discusses the importance of early communication and reading with young deaf children. The stories are animated. *Produced by the Center for the Education of the Infant Deaf, Berkeley, CA. Distributed by Child Development Media, www.childdevmedia.com*

Welcome to My Preschool! Communicating with Technology

This 14-minute, closed-captioned tape visits an integrated preschool classroom where students with disabilities have full access to the curriculum through the use of high and low technology tools. In voice-overs, the teacher discusses specific challenges, the technologies that have been selected to address the challenges, and the benefits. *Produced and distributed by National Center to Improve Practice, www2.edc.org/NCIP*

Young Children and Technology

This 14-minute, closed captioned video shows how assistive technology can benefit young children with disabilities. Various devices are demonstrated in home and preschool settings, and strategies for infusing assistive technology in IFSPs and IEPs are offered. *Produced and distributed by PACER Center, www.Pacer.org*

Parent Support

A Day at a Time

Alba and Anastasia are twins with cerebral palsy who touched the heart of President Clinton with their plea for equal access. They come from an extraordinary family where everyone is determined that the twins be included in all activities. The fact that they are both in wheelchairs does not keep them from school, summer camp, or church. Their mother, Mary, thinks nothing of carrying them up and down several flights of stairs in their wheelchairs. She is a woman in constant motion—bathing, dressing, feeding, and taking pleasure in seeing that the twins are attractively dressed. She uses her tenacity and charm to assure that her children receive all the medical and educational benefits to which they are entitled. The filmmakers became close to the family, capturing milestones of their lives: a birthday party, days at summer camp, their joyous first communion in church. Filmed over a period of four years, this unforgettable story will inspire everyone concerned with the challenges of family life and the place of disabled children in our society.

Producer/Author William Garcia and Charles Schultz. Distributed by Child Development Media, www.childdevmedia.com

Day by Day: Raising the Child with Autism/PDD

This program illuminates the challenges faced by parents of two preschool children with autism/PDD. Covering a range of issues, the two cases featured are very different from one another. The first features Jessica, a combative, overly active child who lives with her mother and father. The other is about Elaina, a low-functioning child who has no language and lives with her mother and toddler sister. The tape follows the families in their day-to-day experiences—at home, at the playground, out shopping, and in other settings. Using a voice-over documentary technique, the parents explain the actual problems they confront, their strategies for coping with their frustrations, and their satisfactions in raising special-needs children. The accompanying manual provides further information on the topics covered in the video, suggests issues for discussion, and includes discussion questions. *Produced by Joan F. Goodman and Susan Hoban. Distributed by Child Development Media, www.childdevmedia.com*

Deserving Another Chance: Teen Parents, Their Children and Play

In this in-depth look at the exemplary teen-parenting program at the Business Industry School in the Los Angeles Unified School District, teen parents talk about the difficult issues they face. This video shows the importance of a strong teen parenting program and is useful for anyone developing or working to improve such a program. *Distributed by Child Development Media, www.childdevmedia.com*



Families with Hard of Hearing Children: What if your Child has a Hearing Loss?

This video is a resource for these first-time parents of deaf/hard-of-hearing children. The first half of this 34-minute videotape introduces many parents of deaf/hard-of-hearing children who tell the story of how they and their children overcame the limitations put on them by this “invisible disability.” The second half of the videotape shares professional views on ways in which parents might deal with particular issues that inevitably arise in the life of a deaf/hard-of-hearing child and his or her family. Recommended for families and preservice training in family support or deaf education. Order No. B76-417. *Distributed by Boys Town Press, www.girlsandboystown.org*

Hanen Resources for Parents of Children with Language Delays

This video presents the personal account of two mothers of children with language delays. They describe their experiences as they participated in a Hanen Parent Program. This tape is a tool for orienting both parents and professionals to the Hanen approach. *Producer/Author Hanen Center. Distributed by Child Development Media, www.childdevmedia.com*

Jamison’s Story

Jamison’s Story is an example of how early educational intervention services played a crucial role in the life of a young boy and his family as seen and told through words and original music by Jamison and his parents. The story begins with Jamison’s prognosis, moves through his experiences with early intervention, and progresses to his unexpected success in attaining the distinction of high school salutatorian and honors’ student at a prestigious university. The video illustrates the vast possibilities for professionals and families working together to support young children with special needs to reach their full potential. *Produced by HOPE Infant Family Support Program, San Diego County Office of Education, San Diego, CA. Distributed by Child Development Media, www.childdevmedia.com*

Like Any Child: Raising a Child with Down Syndrome

This video shows the experiences of raising a child with Down syndrome. Covering the period from birth through adult years, the video highlights various aspects of a child’s life including early intervention and pre-school, school, graduation, job training, and pursuing a life of independence through interviews with parents, teachers, scout leaders, and individuals with Down syndrome. The video is a collaborative effort among several state agencies in Columbus, OH and the local Down Syndrome Association. *Produced by Kim Sheridan, Ohio Department of Mental Retardation and Developmental Disabilities, Columbus, OH. Distributed by Child Development Media, www.childdevmedia.com*

On This Journey Together: The Early Days

Parents discuss the first time a doctor or other health professional gave a diagnosis or identified a developmental delay. Parents offer suggestions to other parents such as search for help and support, ask a lot of questions, be patient, do not give up, live one day at a time and one problem at a time, and trust your own feelings. *Co-produced by Family First and the Ohio Department of Mental Retardation and Developmental Disabilities. Distributed by Child Development Media, www.childdevmedia.com*

On This Journey Together: Building Brighter Futures

Interviews with parents discussing the future for their children with special needs. Parents share their dreams and expectations of typical life experiences for their children and explain how they are able to maintain energy and hope in the face of a society which often assumes that people with disabilities should expect less from life. *Co-produced by Family First and the Ohio Department of Mental Retardation and Developmental Disabilities. Distributed by Child Development Media, www.childdevmedia.com*

On This Journey Together:

Parent/Professional Partnerships

Parents discuss the value and difficulties of working with professionals. They describe the significance of teamwork and the importance of the IFSP process to promote parent input and empowerment. Suggestions are offered to facilitate true partnership. The examples provide strategies, which are helpful to other parents. *Co-produced by Family First and the Ohio Department of Mental Retardation and Developmental Disabilities. Distributed by Child Development Media, www.childdevmedia.com*

On This Journey Together: Resources for Families

Parents describe the challenge of finding resources for their child and for themselves. They identify the importance of parent groups, networking with other parents and parent organizations. They discuss the significance of accepting assistance and support from family, friends, and community as well as from service agencies. Suggestions are offered to support the process of seeking resources. *Distributed by Child Development Media, www.childdevmedia.com*

Michelle’s Story

Michelle’s Story is a documentary about a woman recovering from drug and alcohol abuse, and her son Tyler, born two and a half months premature and prenatally exposed to drugs. Michelle describes her downfall, the loss of her two older children, the impact of Tyler’s birth, her determination to do whatever was necessary to be drug-free and sober and to be a good mother to her infant son. *Distributed by Child Development Media, www.childdevmedia.com*



Nuestras Familias: Las Satisfacciones y Retos al Crear a Un Niño Con Incapacidades y Desarrollos Le

Three Hispanic families talk about their experiences, challenges, and feelings in raising young children with developmental delay/disabilities. Two of the families have children with cerebral palsy and seizures and one has a child with Down syndrome. They talk openly about their reactions upon hearing their child's diagnosis and about their interactions with other family members, medical staff, and the community. Each couple is interviewed and then the mothers and fathers separately discuss their concerns and satisfaction in dealing with children with special needs. The importance of family-support groups and early-intervention services is emphasized. *Produced by the Family Resource Center, Loma Linda, CA. Distributed by Child Development Media, www.childdevmedia.com*

A Parent's Guide: Early Intervention for Infants and Young Children with Hearing Loss

Key concepts in amplification, parent-to-parent support and various communication options are offered in this 16-minute video. It is designed for parents of infants and young children with a hearing loss but could also be instructive for students and practitioners. It is offered with closed-captioning in English and Spanish and in American Sign Language. *Distributed by University of Connecticut Health Center.*

Parent to Parent

Families talk about their feelings of isolation, fear, and uncertainty when first told that their children had disabilities. They communicate their genuine love for their children and their strengths as families. They share insight and speak to the value of parent-to-parent support. *Produced at the Virginia Institute for Developmental Disabilities. Distributed by Child Development Media, www.childdevmedia.com*

Successfully Parenting Your Baby with Special Needs

This video is designed to give parents information about the benefits of early intervention. This six-part program covers everything from diagnosis and referral to forming individualized intervention plans and preparing for transitions. Through testimonials the program addresses personal concerns of parents, sibling relationships, and sharing the news with others. A number of medical experts and therapists provide information. *Producer/Author Advantage Media, Inc. Distributed by Child Development Media, www.childdevmedia.com*

Telling Your Family Story...Parents as Presenters

This videotape and guide are intended to be used in helping family members and caregivers who have children with special needs enhance their presentation skills as they begin telling their family stories. Best practice indicates that it is important that families voice their opinions about services for their child and family and provide input regarding health, education, social, and political policies that affect these services. Parents and caregivers tell their family stories in a variety of settings including doctors' and therapists' offices, classrooms of students, conferences, and informal parent-support group meetings. Family stories offer the general public a unique perspective. Sharing educates others so they may better understand the special concerns of families who have children with special needs. Individuals or groups who are interested in bettering their presentation skills can use this video and guide. *Produced by Stacy King, Parent Projects, Wisconsin Personnel Development Project, Waisman Center, University of Wisconsin. Distributed by Child Development Media, www.childdevmedia.com*

This Child Is Not Alone

This tape explores the thoughts and feelings of family members after the birth of a child with special needs. The topics that are discussed include the shock of finding out, the effects on marital relationships, how single-parent families manage, the reactions of friends and extended family members, and the reactions of siblings. The tape presents families in various life situations. This program is appropriate for pre-service and inservice training of healthcare professionals and early-intervention/early education professionals and for parents and family members. *Produced at the John F. Kennedy Center for Developmental Disabilities, the University of Colorado Health Sciences Center, Denver, CO. Distributed by Child Development Media, www.childdevmedia.com*

Unexpected Journey: The Earliest Days: Premature Babies, Their Families, and the NICU

This moving 25-minute videotape captures the experience of having a baby in the neonatal intensive care unit (NICU). Parents share their feelings, concerns and joys of caring for a baby in the NICU. Insights on supporting effective transitions, participating in a follow-up clinic and other developmentally appropriate practices are also discussed. This is a great instructional resource for discussing strategies for supporting family-professional collaboration in challenging times and settings. *Distributed by FPG Child Development Institute, www.fpg.unc.edu/products*

Assessments Tools



The following is a list of assessment and screening tools commonly used in early intervention by a variety of professionals. These assessment tools help to determine eligibility for early intervention services and help plan intervention. The tools on the list cover all five areas of development (cognitive, motor/physical development, communication, social/emotional, and adaptive functioning) mandated by the Individuals with Disabilities Education Act (IDEA).

Ages & Stages Questionnaires (ASQ)—Second Edition

AUTHORS: Diane Bricker and Jane Squires
PURPOSE: Screening tool to determine the developmental level of a child through parent report
AGE RANGE: 4-60 months (4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, 60)
AREAS TESTED: 19 questionnaires each containing thirty items covering five areas of development: communication, gross motor, fine motor, problem solving, personal-social

Alberta Infant Motor Scale (AIMS)

AUTHORS: Martha C. Piper and Johanna Darrah
PURPOSE: To identify infants and toddlers with gross motor delay and to evaluate gross motor skill maturation over time
AGE RANGE: Birth-18 months
AREAS TESTED: Fifty-eight gross motor skill items divided among four positions: prone, supine, sitting, standing. Each item observed for the components of: weight bearing, posture, and anti-gravity movement

Ages & Stages Questionnaires: Social Emotional (ASQ:SE)

AUTHORS: Jane Squires, Diane Bricker, and Elizabeth Twombly
PURPOSE: To help identify young children at risk for social emotional difficulties.
AGE RANGE: 6-60 months (6, 12, 18, 24, 30, 36, 48, and 60)
AREAS TESTED: Social and emotional behavior

Assessment, Evaluation, and Programming System for Infants and Children (AEPS)—Volume 1: Measurement for Birth to Three Years

AUTHOR: Diane Bricker
PURPOSE: To determine level of skill attainment, assist in the development of programmatic outcomes, goals and objectives, and monitor progress toward attainment of outcomes over time
AGE RANGE: Developmental skill range from 1-36 months of age
AREAS TESTED: Two hundred twenty-eight items divided among six domains which are further divided into strands: Fine motor: reach, grasp, release, functional use; Gross motor: movement in prone and supine, balance in sitting, standing and walking, and play; Adaptive: feeding, hygiene, undressing; Cognitive: sensory causality, problem-solving, pre-academic interaction with objects; Social: interaction with adults, peers, and environment; Communication: prelinguistic, expressive, receptive. Each strand is further divided into goals and objectives. Goals and objectives are assessed and are arranged hierarchically

Adaptive Behavior Assessment System—Second Edition (ABAS)

AUTHORS: Patti Harrison and Thomas Oakland
PURPOSE: A complete assessment of adaptive skills functioning
AGE RANGE: Birth to 89 years
AREAS TESTED: Evaluates the three general areas of adaptive behavior (conceptual, social, practical). It also assesses all 10 specific adaptive skills areas specified in the DSM-IV



The Autism Diagnostic Observation Schedule-Generic (ADOS-G)

AUTHORS: Catherine Lord, Michael Rutter, Pamela C. DiLavore, and Susan Risi

PURPOSE: To determine extent of autistic characteristics

AGE RANGE: Toddlers to adults

AREAS TESTED: Four 30-minute modules: social interaction, communication, play, and imaginative use of materials. For individuals suspected of having autism spectrum disorders. The observational schedule consists of each designed to be administered to different individuals according to their level of expressive language.

Autism Diagnostic Interview—Revised (ADI-R)

AUTHORS: Ann Le Couteur, Catherine Lord, and Michael Rutter

PURPOSE: A semi-structured interview for a clinician to use with the child's parent or principal caregiver to elicit information needed to make a diagnosis of autism.

AGE RANGE: Can be used with children as young as two years of age (with a mental age greater than 18 months) up to any age.

AREAS TESTED: The ADI-R focuses on getting maximal information from the parent about three key areas defining autism: (1) reciprocal social interaction; (2) communication and language; and (3) repetitive, stereotyped behaviors.

Autism Screening Instrument for Educational Planning Second Edition (ASIEP-2)

AUTHORS: David A. Krug, Joel R. Arick, and Patricia J. Almond

PURPOSE: Used to develop appropriate instructional plans for individuals with features of autism.

AGE RANGE: 18 months to 49 years

AREAS TESTED: The components of the ASIEP-2 (a) examine behavior in five areas-sensory, relating, body concept, language, and social self-help; (b) sample vocal behavior; (c) assess interaction; (d) assess communication; and (e) determine learning rate. When combined, these subtests provide a profile of abilities in spontaneous verbal behavior, social interaction, education level, and learning characteristics

Bayley Infant Neurodevelopmental Screener (BINS)

AUTHOR: Glen P. Aylward

PURPOSE: To identify infants who are at risk for delays or neurological impairments

AGE RANGE: 3-24 months

AREAS TESTED: Seventy-two items divided among six age sets (3, 6, 9, 12, 18, 24 months) each containing 11-13 items. Items are categorized into four "conceptual areas of ability": Basic neurological functions/intactness: tone, reflexes, abnormal signs; Receptive functions: visual, auditory, verbal; Expressive functions: gross motor, fine motor, vocalizations; Cognitive processes: memory, problem-solving, object permanence, attention

Bayley Scales of Infant Development-II

AUTHOR: Nancy Bayley

PURPOSE: To identify developmental delay and to monitor a child's developmental progress

AGE RANGE: 1-42 months

AREAS TESTED: Consists of three scales: Mental: cognition, object permanence, memory, manipulation, problem solving, verbal communication, and comprehension; Motor: gross and fine motor; Behavior: qualitative aspects of child's behavior during administration of mental and motor scale

Brief-Infant Toddler Social and Emotional Assessment (BITSEA)

AUTHORS: Margaret J. Briggs and Alice S. Carter

PURPOSE: A cost-effective and time efficient first step to identify young children who may have social emotional or behavioral problems or delays in competence.

AGE RANGE: 12 months to 36 months

AREAS TESTED: 60 items taken from the Infant-Toddler Social and Emotional Assessment (ITSEA). These items address a variety of areas such as activity level/impulsivity, aggression/defiance, /withdrawal, eating, general anxiety, negative emotionality, sensory sensitivity, maladaptive behaviors, and social relatedness.

The Capute Scales: CAT/CLAMS

AUTHOR: Arnold J. Capute

PURPOSE: To quantify delay in language and problem solving

AGE RANGE: 1-36 months

AREAS TESTED: Cognitive Adaptive Test (CAT): visual-motor skills, problem solving. Clinical Linguistic and Auditory Milestone Scale (CLAMS): receptive and expressive language



The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition (CCITSN)

AUTHORS: Nancy M. Johnson-Martin, Kenneth G. Jens, Susan M. Attermeier, and Bonnie J. Hacker

PURPOSE: Curriculum based assessment used to determine approximate developmental level of children and programming strategies

AGE RANGE: Birth-24 months developmental range

AREAS TESTED: Three hundred fifty-nine items and curricula content covering twenty-six areas of development (sequences) divided among five developmental domains: Cognition, Communication, Social/adaptation, Fine motor, Gross motor

Carolina Curriculum for Preschoolers with Special Needs Second Edition (CCPSN)

AUTHORS: Nancy M. Johnson-Martin, Susan M. Attermeier, and Bonnie Hacker

PURPOSE: Curriculum based assessment used to determine approximate developmental level of children and programming strategies

AGE RANGE: 2-5 years developmentally

AREAS TESTED: Five hundred and eighteen items and curriculum content covering twenty-five sequences divided among five domains of development: Cognition, Communication, Social/adaptation, Fine motor, Gross motor

Checklist for Autism in Toddlers-(CHAT)

AUTHOR: Baron-Cohen et al.

PURPOSE: Screen toddlers at risk for social and communication disorders

AGE RANGE: 18 months and above

AREAS TESTED: Nine yes/no questions to be answered by the child’s parent. These questions ask if the child exhibits specific behaviors, including: social play, social interest in other children, pretend play, joint attention, pointing to ask for something, pointing to indicate interest in something, rough and tumble play, motor development, and functional play. Also includes observations of five brief interactions between the child and the examiner, which enable the clinician to compare the child’s actual behavior with the parental reports.

Childhood Autism Rating Scale (CARS)

AUTHORS: Eric Schopler, Robert J. Reichler, and Barbara Rothen Renner

PURPOSE: Standardized instrument designed to aid in the diagnosis of autism and distinguish children with autism from children with developmental delay without diagnoses of autism. Also distinguishes mild-to-moderate and severe autism

AGE RANGE: For use with children as young as 2 years of age and up.

AREAS TESTED: 15 items include: Relationships with People, Imitation, Affect, Use of Body, Relation to Non-human Objects, Adaptation to Environmental Change, Visual Responsiveness, Auditory Responsiveness, Near Receptor Responsiveness, Anxiety Reaction, Verbal Communication, Nonverbal Communication, Activity Level, Intellectual Functioning, and the clinician’s general impression.

Communication and Symbolic Behavior Scales, Developmental Profile (CSBD DP) Infant-Toddler Checklist and Easy-Score

AUTHORS: Amy M. Wetherby and Barry M. Prizant

PURPOSE: To screen for delays in language development

AGE RANGE: 6-24 months

AREAS TESTED: Seven clusters of behavior are measured: Emotion and eye gaze; Communication; Gestures; Sounds; Words; Understanding; and Object use, and three composites: social; speech; and symbolic.

Denver-II

AUTHORS: William K. Frankenburg, Josiah Dodds, Phillip Archer, Beverly Bresnick, Patrick Maschka, Norman Edelman, and Howard Shapiro

PURPOSE: To detect potential developmental problems in young children and monitor children at risk for developmental problems

AGE RANGE: Birth to 6 years of age

AREAS TESTED: One hundred twenty-five items divided among four areas of function: Personal/social: behavior, caring for self; Fine motor/adaptive: eye-hand coordination, manipulation of small objects, problem solving; Language: hearing, speaking, understanding; Gross motor: sitting, walking, jumping. Also, five subjective “Test Behavior” items assessing overall test behavior



Assessment Tools

Developmental Assessment of Young Children (DAYC)

AUTHORS: Judith K. Voress and Taddy Maddox
PURPOSE: Identify children who may have possible delays
AGE RANGE: Birth through 5 years of age
AREAS TESTED: Cognition, communication, social-emotional development, physical development, and adaptive behavior.

Developmental Programming for Infants and Young Children—Revised (DPIYC)

AUTHORS: Sue Schafer, Martha S. Moersch, and Diane B. D'Eugenio
PURPOSE: To describe the developmental status of a child with a disability and assist with program planning and implementation
AGE RANGE: Early Intervention Developmental Profile (EIDP): 0-36 months
AREAS TESTED: The EIDP has 299 items divided into six areas of development. Cognition, Gross Motor, Fine Motor, Language, Social-emotional, Self-care

Devereux Early Childhood Assessment Program (DECA)

AUTHORS: Paul A. LeBuffe and J. A. Naglieri
AGE RANGE: Ages 2-5 years
PURPOSE: To measure resilience or the ability to recover from or adjust to misfortune or change in preschool children
AREAS TESTED: Social-emotional development including within-child protective factors (initiative, self control and attachment) and areas of behavioral concerns (withdrawal/depression, emotional control problems, attention problems and aggression)

Differential Ability Scales (DAS)

AUTHOR: Colin Elliott
PURPOSE: Measures overall cognitive ability and specific abilities in children and adolescents.
AGE RANGE: 2 years, 6 months to 17 years, 6 months
AREAS TESTED: Nonverbal: block building, picture similarities, pattern construction and copying. Verbal: verbal comprehension, naming vocabulary and early number concepts.

Early Childhood Environment Rating Scale (ECERS-R)

AUTHORS: T. Harms, R. Clifford, and D. Cryer
PURPOSE: Designed for use by classroom teachers, administrators, board members, trainers, state licensing staff and family members as an evaluation tool for all day care settings.
AGE RANGE: N/A
AREAS TESTED: Assesses quality of the child care environment/curriculum: personal care routines, furnishings and display, fine and gross motor activities, language and reasoning, creative activities, social development and adult needs.

Erhardt Developmental Prehension Assessment (EDPA)—Second Edition

AUTHOR: Rhonda P. Erhardt
PURPOSE: To describe the quality of both right and left arm and hand prehension patterns for treatment planning
AGE RANGE: Birth-15 months
AREAS TESTED: Three hundred forty-one items divided into three sections: Positional-reflexive: involuntary arm-hand patterns; Cognitively directed: voluntary movements of approach, grasp, manipulation, and release; Prewriting skills: pencil grasp and drawing

Expressive and Receptive One Word Picture Vocabulary Tests (EOWPVT and ROWPVT)

AUTHOR: Rick Brownell
PURPOSE: Compare an individual's expressive and receptive language vocabulary skills
AGE RANGE: 2-18 years
AREAS TESTED: Expressive and receptive

Family Day Care Rating Scale (FDCRS)

AUTHORS: T. Harms and R. Clifford
PURPOSE: Designed to evaluate family day care settings.
AGE RANGE: N/A
AREAS TESTED: FDCRS consists of 32 items organized under six major headings: Space and furnishings for care and learning; Basic care; Language and reasoning; Learning activities; Social development; and Adult needs. Items are included for rating a day care home's provisions for children with special needs. Could easily be used as a self-assessment tool for family day care providers, a quality measure for state and private monitoring agencies, an instrument for team-based decision-making or guidance for concerned parents.



The Functional Emotional Assessment Scale (FEAS) For Infants and Early Childhood

AUTHORS: Stanley Greenspan, Georgia DeGangi, and Serena Wieder
PURPOSE: To identify dysfunction associated with social emotional functioning
AGE RANGE: 3 months to 48 months
AREAS TESTED: Looks at stages such as regulation and interest in the world; forming relationships; intentional two way communication; behavioral organization and elaboration; representational capacity and elaboration; emotional thinking and selected associated sensory, motor, language and cognitive capacities.

Functional Outcomes Assessment Grid (FOAG)

AUTHOR: Phillipa H. Campbell
PURPOSE: To assist team in developing and implementing functional outcomes for children with disabilities
AGE RANGE: No specific age range. Individualized based on desired outcomes thus age is not a factor
AREAS TESTED: Six functional outcome areas associated with four disability categories (physical, sensory, special health care needs, and other): Caring for self, Communication, Learning and problem solving, Mobility, Play and leisure skills, Socialization. Performance areas delineated within each outcome area. Performance areas: posture and alignment against gravity, movement patterns, movement of body in space, secondary physical disabilities. Performance areas are further divided into performance components with items such as weight shifting, muscle tone, oral-motor control, transitional movements and movement patterns, etc.

Gesell and Amatruda Developmental and Neurologic Examination—Revised

AUTHORS: H. Knobloch, F. Stevens, and A. F. Malone
PURPOSE: A norm-referenced test used to determine developmental status.
AGE RANGE: 4 weeks-36 months
AREAS TESTED: Gross motor, Fine motor, Language, Personal/Social, Adaptive

Gross Motor Function Measure-66 (GMFM-66)

AUTHORS: Dianne Russell, Peter Rosenbaum, Carolyn Gowland, Susan Hardy, Mary Lane, Nancy Plews, Heather McGavin, David Cadman, and Sheila Jarvis
PURPOSE: To evaluate change in gross motor function in children with cerebral palsy, describe a child’s current level of motor function, and determine treatment goals
AGE RANGE: No specific age range is recommended by the authors, however, the test has been validated on children between 5 months and 16 years. Seems best suited for children two to five years
AREAS TESTED: Sixty-six items of gross motor function divided into five dimensions: Lying and rolling, Sitting, Crawling and kneeling, Standing, Walking, running, and jumping. Items were selected to represent those typically performed by children by age five

Home Observation for Measurement of the Environment (HOME)

AUTHORS: Bettye M. Caldwell and Robert H. Bradley
PURPOSE: A screening tool to identify the quality and quantity of social, emotional and cognitive supports available to the child in the home environment
AGE RANGE: Infant and toddlers version birth-3 years
AREAS TESTED: Infant and toddlers version: forty-five items clustered into six subscales: Parental responsivity; Acceptance of child; Organization of the environment; Play materials; Parental involvement with the child; Variety of stimulation

Infant/Toddler Environment Rating Scale (ITERS-R)

AUTHORS: T. Harms, D. Cryer, and R. Clifford
PURPOSE: These materials are specifically designed to evaluate the group care of children.
AGE RANGE: up to 30 months of age.
AREAS TESTED: 39 items, divided into seven categories: Furnishings and Display for Children; Personal Care Routines; Listening and Talking; Learning Activities; Interaction; Program Structure; and Adult Interaction. Items on curriculum, staff needs, and health and safety. Could easily be used as a self-assessment tool for family day care providers, an instrument for team-based decision making or guidance for concerned parents.



Infant-Toddler and Family Instrument (ITFI)

AUTHORS: Nancy Apfel and Sally Provence

PURPOSE: To determine infant characteristics for program planning.

AGE RANGE: Birth and up

AREAS TESTED: Caregiver questionnaire on child characteristics, activities, health, development, and family life. Includes a caregiver interview; developmental map; checklist for evaluating concerns and plan for the child and family. There are tips on handling sensitive issues and guidelines on determining need for further referrals

Infant Toddler Developmental Assessment (IDA)—Provence Profile

AUTHORS: Sally Provence, Joanna Erikson, Susan Vater, and Sara Palmeri

PURPOSE: To determine and describe developmental competencies in a performance age range

AGE RANGE: Birth-3 years

AREAS TESTED: Six phase process of evaluation with phase for a developmental assessment (Provence Profile). Assessment items are grouped by age sets and the number of items varies at each age set and within each domain. Phase One: Referral and Parent Interview Data Gathering; Phase Two: Initial Parent Interview; Phase Three: Health Review; Phase Four: The Provence Profile—Developmental Observation and Assessment: Eight developmental domains divided between two categories: Motor/Language, and Cognitive/Adaptive Competencies; Phase Five: Integration and Synthesis; Phase Six: Share Findings, Completion, and Report

Infant Developmental Screening Scale (IDSS)

AUTHOR: W. Jane Proctor

PURPOSE: To assess developmental status of newborns

AGE RANGE: Normal and at-risk infants between 38-42 weeks gestational age; can also be used sequentially on infants from 32 to 40 weeks gestational age

AREAS TESTED: Twenty-four items divided into two groups
Behavioral: habituation, attention/interaction, motor responses, physiological system, abnormal posture or movements; Reflexes: rooting, suck, hand grasp, toe grasp, Babinski, ankle clonus, positive support, walk, placing, crawl, ATNR, Moro

Infant Motor Screen (IMS)

AUTHOR: Robert E. Nickel

PURPOSE: To determine the neuromotor status of infants born prematurely

AGE RANGE: 4-16 months corrected age

AREAS TESTED: Twenty-five items adapted from the Milani-Comparetti and the Movement Assessment of Infants: muscle tone, primitive reflexes, automatic responses and symmetry

Infant Neurological International Battery (Infanib)

AUTHOR: Patricia H. Ellison

PURPOSE: To distinguish infants with normal neuromotor function from those with abnormal findings and to predict need for follow-up treatment.

AGE RANGE: 4 to 18 months

AREAS TESTED: Twenty items divided into five content domains: Spasticity: TLR, ATNR, hands open/closed; Vestibular function: parachute, body rotative; Head and trunk control: pull to sit, body derotative, sitting, prone posture; French angles: scarf sign, heel-to-ear, popliteal angle, hip abduction; Legs: foot grasp, positive support reaction, dorsiflexion.

Infant/Toddler Sensory Profile

AUTHOR: Winnie Dunn

PURPOSE: Provides a standard method for measuring an infant's sensory processing with the child's daily life performance.

AGE RANGE: Birth-36 months

AREAS TESTED: Sensory Systems: auditory, tactile, proprioception, vestibular and oral sensory processing. Determines if the child fits a profile of low registration, sensation seeking, sensory avoiding or sensory sensitive.

Infant/Toddler Symptom Checklist: A Screening Tool for Parents (ITS)

AUTHORS: Georgia A. DeGangi, Susan Poisson, Ruth Z. Sickel, and Andrea Santman Wiener

PURPOSE: To identify infants at risk for sensory integrative disorders, attentional deficits, and emotional or behavioral problems

AGE RANGE: 7-30 months

AREAS TESTED: Five age specific checklists (7-9, 10-12, 13-18, 19-24, 25-30) containing information on nine domains. Self-regulation; Sleep patterns; Attention; Eating, feeding, dressing or bathing; Touch; Movement; Language and sound; Looking and sight; Attachment/emotional functioning. There is also a general screening version



Inside the Hawaii Early Learning Profile (Inside-HELP)

AUTHOR: Stephanie Parks
PURPOSE: To provide definitions and guidelines for administration and scoring of skills and serve as a reference for all the HELP curriculum and assessment materials
AGE RANGE: Birth-36 months
AREAS TESTED: Six hundred eighty-five skills divided among 40 developmentally sequenced conceptual strands covering seven domains: Regulatory/sensory organization; Cognition; Language; Gross motor; Fine motor; Social emotional; Self-help

Movement Assessment of Infants (MAI)

AUTHORS: Lynnette S. Chandler, Mary S. Andrews, and Marcia W. Swanson
PURPOSE: To identify motor dysfunction in infants, especially those considered at-risk and monitor the effects of physical therapy on infants whose motor behaviors is at or below one year of age
AGE RANGE: Birth-12 months
AREAS TESTED: Sixty-five items within four areas of neuromotor functioning: Muscle tone: antigravity postures, resistance to passive stretch, and consistency; Reflexes: relative presence or absence of primitive reflexes; Automatic reactions: righting, equilibrium, and protective; Volitional movement: gross and fine motor behaviors, hearing and vision

The Milani-Comparetti Motor Development Screening Test, Third Edition (MC)

AUTHORS: A. Milani-Comparetti and E.A. Gidoni, Wayne Stuber, Project Director for revised edition
PURPOSE: To identify motor dysfunction in infants by systematically examining the integration of primitive reflexes and the emergence of volitional movement against gravity
AGE RANGE: Birth-2 years
AREAS TESTED: Twenty-seven items divided into two groups: Spontaneous motor behaviors: locomotion, sitting, standing; Evoked responses: equilibrium reactions, protective extension reactions, righting reactions, primitive reflexes

Meade Movement Checklist (MMCL)

AUTHOR: Vicki Meade
PURPOSE: To screen infants for neuromotor delays
AGE RANGE: 4-6 months
AREAS TESTED: Flexor and extensor control is observed in six positions or transitional movements: Sitting on lap: awareness to the surrounding; Prone: orientation of infant's body, tolerance of position, rolling to back; Supine: infant's alertness to self and external stimulus; Sitting: position of head, shoulders, pelvis, and hips; Standing: weight bearing through body, tolerance to position; Ventral suspension: lifting of the head and active movement of legs throughout hips/pelvis

Merrill-Palmer-Revised (M-P-R)

AUTHORS: Gale H. Roid and Jackie L. Sampers
PURPOSE: To determine developmental status.
AGE RANGE: 1 month to 78 months
AREAS TESTED: Cognitive Battery: general cognitive, memory, speed of cognition, receptive language, visual motor and fine motor domains; Gross Motor: general gross motor development, unusual movements and atypical movement patterns. Also includes parent report of social-emotional development, expressive language, and self-help/adaptive behaviors.

Neurological Assessment of the Preterm and Full-Term New Born Infant (NAPFI)

AUTHORS: Lilly Dubowitz and Victor Dubowitz
PURPOSE: To document status of the nervous system in infants, document neurological maturation and/or change in infants
AGE RANGE: Full term infants up to the third day of life and preterm infants who are medically stable and can tolerate handling up to term gestation age
AREAS TESTED: Thirty-three items divided into four categories: Habituation: visual and auditory stimuli; Movement and tone: posture, tone of limbs, trunk and neck, abnormal movements; Reflexes: tendon reflexes, primitive reflexes; Neurobehavioral characteristics: selected items from Neonatal Behavioral Assessment Scale



Neonatal Behavioral Assessment Scale (NBAS)

- AUTHORS:** T. Berry Brazelton and J. Kevin Nugent
- PURPOSE:** To assess and describe infant's interactions and behaviors within the context of a dynamic relationship with a caregiver.
- AGE RANGE:** Full term neonates 37 to 48 weeks post-conceptual age. Supplemental items are provided to test infants born less than 37 weeks
- AREAS TESTED:** Twenty-eight behavioral and eighteen elicited items that provide information in five packages: Habituation: response decrement; Motor-Oral: reflexes of the feet, rooting, sucking, glabella; Truncal: undressing and moderate handling such as pull to sit, grasp; Vestibular: maximal handling and stimulating items; Social-Interactive: state dependent orientation items. There are also nine supplemental items, five of which were devised by Als and one devised by Horowitz to be used with babies born prematurely

Neurological Exam of the Full Term Infant

- AUTHOR:** Heinz Prechtl
- PURPOSE:** To diagnose infants with neurological abnormality and predict future neurological problems. A screening test is also available.
- AGE RANGE:** Full term and preterm infants 38-42 weeks gestation
- AREAS TESTED:** Twelve summary items that include primitive reflexes and responses. Posture: symmetry, opisthotonus; Eyes: reaction to light, reflexes; Power and passive movements: tone, range of motion, recall, muscular consistency; Spontaneous and voluntary movements: head control, tremors, clonus; State

Neonatal Neurobehavioral Examination (NNE)

- AUTHORS:** Andrew Morgan, Vera Koch, Vicki Lee, and Jean Aldag
- PURPOSE:** To determine neurobehavioral status of infants
- AGE RANGE:** 32-42 weeks post conceptional age
- AREAS TESTED:** Twenty-seven items divided into three sections each having nine items: Tone and motor patterns, Primitive reflexes, and Behavioral responses

Neonatal Oral Motor Assessment Scale (NOMAS)

- AUTHORS:** Murray A. Braun and Marjorie M. Palmer
- PURPOSE:** To screen for oral motor dysfunction in the neonate, distinguish infants with normal sucking from those with disorganization, identify infants with poor feeding abilities, and distinguish inefficient from efficient feeders
- AGE RANGE:** Neonate-3 months of age
- AREAS TESTED:** Twenty-six items divided into two categories: Jaw movements: rate, rhythmicity, consistency of excursion and direction, range of motion; Tongue movements: timing, configuration

Naturalistic Observation of Newborn Behavior (NONB)

- AUTHOR:** Heidelise Als
- PURPOSE:** To develop a profile of the infants' physiological and behavioral responses to environmental demands and caregiving
- AGE RANGE:** Neonates-4 weeks post term
- AREAS TESTED:** Ninety-one behaviors based on the conceptual framework underlying the Assessment of Preterm Infant Behavior (APIB), Autonomic: respiration, color, tremors, and twitch; Visceral: gagging, burp, spit up, and sounds; Motor: tone, posture, gross motor flexion or extension, upper and lower extremity movement; State-related (attention related behaviors): eye movement, facial expressions, and gross body movements

NICU Network Neurobehavioral Scale (NNNS)

- AUTHORS:** Barry M. Lester and Edward Z. Tronick
- PURPOSE:** The NNNS can be used to gather key information on healthy and at-risk preterm infants.
- AGE RANGE:** Birth to 6 weeks of age and as early as 30 weeks
- PURPOSE:** The NNNS assesses neurologic items such as active and passive muscle tone, primitive reflexes, and central nervous system integrity, behavioral state, sensory and interactive responses and stress/abstinence items.

Oral Motor/Feeding Rating Scale

- AUTHOR:** Judy Michaels Jelm
- PURPOSE:** To document oral motor/feeding patterns and feeding function
- AGE RANGE:** One year through adulthood
- AREAS TESTED:** Two major areas of oral motor/feeding behavior: Oral motor/feeding patterns: lip/cheek movement, tongue movement, jaw movement; Related areas of feeding function: self-feeding, adaptive feeding equipment, diet adaptation, position, sensitivity, food retention, swallowing, oral-facial structures



Peabody Developmental Motor Scales—Second Edition

AUTHORS: M. Rhonda Folio and Rebecca R. Fewell
PURPOSE: To determine level of motor skill acquisition, detect small changes in motor development in children with known motor delays or disabilities, and assist in programming for children with disabilities
AGE RANGE: 1-83 months
AREAS TESTED: Two hundred forty-nine items divided into two scales which are further divided into subtests. Gross Motor Scale: one hundred fifty-one items divided among four subtests: Reflexes: primitive, automatic reactions; Stationary: static, dynamic balance; Locomotion: walk, run, jump, hop; Object manipulation: ball handling. Fine Motor Scale: Ninety eight items divided among two subtests: Grasping: basic reach, grasp patterns, hand use; Visual-motor integration: visual perceptual skills paired with motor, eye hand coordination

Pediatric Evaluation of Disability Inventory (PEDI)

AUTHORS: Stephen M. Haley, Wendy J. Coster, Larry H. Ludlow, Jane T. Haltiwarger, and Peter J. Andrellas
PURPOSE: To determine functional capabilities and performance, monitor progress in functional skill performance, and evaluate therapeutic or rehabilitative program outcome in children with disabilities
AGE RANGE: 6 months-7 years, 6 months
AREAS TESTED: Two hundred seventy-one items divided into three subtests in the Functional Skill Scale: Self care: eating, grooming, dressing, bathing, toileting; Mobility: transfers, indoors and outdoors mobility; Social function: communication, social interaction, household and community tasks. Also environmental modification and amount of caregiver assistance is systematically recorded in Modification Scale and Caregiver Assistance Scale

Pervasive Developmental Disorders Screening Test-II (PDDST-II)

AUTHOR: Bryna Siegel
PURPOSE: Screening for autism
AGE RANGE: 18-48 months
AREAS TESTED: Parent report measure that documents observations/perceptions of parent on a variety of childhood characteristics.

Pre-School Language Scale—Fourth Edition (PLS-4)

AUTHORS: Irla Lee Zimmerman, Violette G. Steiner, and Roberta Evatt Pond
PURPOSE: To assess auditory comprehension and expressive language skills
AGE RANGE: Birth to age 6
AREAS TESTED: There two areas tested: auditory comprehension and expressive communication. A total language score is then generated. This latest version includes items that address interaction, attention and vocal and gestural behaviors in infants.

Receptive-Expressive Emergent Language Test—Third Edition (REEL-3)

AUTHORS: Kenneth R. Bzoch, Richard League, and Virginia L. Brown
PURPOSE: To help identify infants and toddlers who have language impairments
AGE RANGE: Birth through 3 years
AREAS TESTED: The REEL has two core subtests, Receptive Language and Expressive Language and a new supplemental subtest, Inventory of Vocabulary Words.

The Rossetti Infant-Toddler Language Scale

AUTHOR: Louis Rossetti
PURPOSE: To measure communication and interaction skills
AGE RANGE: Birth to 36 months
AREAS TESTED: The following areas are included: Interaction-attachment, Pragmatics, Gestures, Play, Language Comprehension and Language Expression.

Scales of Independent Behavior—Revised (SIB-R)

AUTHORS: Robert H. Bruininks, Richard W. Woodcock, Richard F. Weatherman, and Bradley K. Hill
PURPOSE: To measure functional independence and adaptive functioning in school, home, employment, and community settings
AGE RANGE: 3 months-90+ years
AREAS TESTED: Adaptive Behavior Full Scale contains two hundred fifty-nine items divided into fourteen subscales which are organized into four clusters: Motor skills; Social interaction and communication skills; Personal living skills; Community living skills. Screening Forms include: Short Form: forty selected items from the 14 subscales; Early Development Form: forty items from developmental areas of Full Scale, for children up to 6 years of age, and individuals with a developmental level below 8 years of age. Problem Behavior Scale: Divided into three broad maladaptive behavior indexes with eight problem behavior areas



Toddler & Infant Motor Evaluation (TIME)

AUTHORS: Lucy Jane Miller and Gale H. Roid

PURPOSE: To identify those children with mild to severe motor problems, identify patterns of movement, evaluate motor development over time, plan intervention, and conduct treatment efficacy research

AGE RANGE: 4 months-3 1/2 years

AREAS TESTED: Eight subtests: five primary, three optional (clinical). Primary Subtests: mobility, motor organization, stability, functional performance, social-emotional abilities. Clinical Subtests: quality rating, component analysis, atypical positions

Transdisciplinary Play-Based Assessment—Revised (TPBA)

AUTHOR: Toni W. Linder

PURPOSE: To identify intervention needs, develop intervention plans and to evaluate progress made by children

AGE RANGE: 6 months-6 years

AREAS TESTED: Comprehensive assessment of developmental processes, learning style, and interaction patterns in four developmental areas: Cognitive, Social-emotional, Communication and language, Sensorimotor.

The Test of Infant Motor Performance

AUTHORS: Suzanne Campbell and Thubi Kolobe

PURPOSE: Assesses functional infant's motor performance

AGE RANGE: 32 weeks gestation to 16 weeks postterm

AREAS TESTED: The TIMP consists of 59 items divided into 2 sections: Elicited and Observed. The Elicited section items assess the infant's motor responses to placement in various positions ant to visual or auditory stimulation. The Observed section items are used to rate spontaneous movement exhibited by infants.

Test of Sensory Function In Infants (TSFI)

AUTHORS: Georgia DeGangi and Stanley Greenspan

PURPOSE: To determine sensory processing and reactivity in infants as an assist to diagnosing sensory processing dysfunction

AGE RANGE: 4-18 months

AREAS TESTED: Twenty-four items divided into five subtests: Reactivity to tactile deep pressure, Adaptive motor function, Visual-tactile integration, Ocular motor control and Reactivity to vestibular stimulation.

Vineland Adaptive Behavior Scales

AUTHORS: Sara S. Sparrow, David A. Balla, and Domenic V. Cicchetti

PURPOSE: Assesses personal and social sufficiency of individuals

AGE RANGE: The VABS can be used for ages 0 to 18 years

AREAS TESTED: All versions of the VABS measure five domains: Communication, Daily Living Skills, Socialization, Motor Skills, and Maladaptive Behavior.

Vulpe Assessment Battery-Revised (VAB-R)

AUTHOR: Shirley German Vulpe

PURPOSE: To determine skill performance, strengths and needs, degree of central nervous system functioning, and environmental influence on task performance

AGE RANGE: Children with atypical developmental or functional skills between birth to 6 years of age

AREAS TESTED: Thirteen hundred developmental tasks divided into three sections: Assessment of Basic Senses and Function: muscle tone, joint range of motion, coordination, planning; Assessment of Developmental Behavior: sixty skill sequences contained in six domains of behavior: gross motor, fine motor, language, cognitive processing, adaptive behavior, and activities of daily living; Assessment of the Environment: includes caregiver characteristics and interaction and information regarding the settings such as home, child-care, hospital; Performance Analysis System composed of three sections used to analyze the child's processing related to task performance

Functional Independence Measure for Children (WeeFIM)

AUTHORS: Carl Granger, Susan Braun, Kim Griswood, Nancy Heyer, Margaret McCabe, Michael Msau, and Byron Hamilton

PURPOSE: To determine the severity of a child's disability, the measurement of caregiver assistance needed in the performance of functional activities, and outcomes of rehabilitation

AGE RANGE: Children without disabilities: 6 months to 8 years; Children with developmental disabilities: 6 months to 12 years; Children with developmental disabilities and mental ages less than 7 years

AREAS TESTED: Eighteen items grouped into two major categories of function, motor, and cognitive that are divided into six domains that are further divided into subdomains: Motor; Self-care: eating, grooming, bathing, dressing; toileting, Sphincter control: bladder and bowel management; Transfers: chair, wheelchair, toilet, tub, shower; Locomotion: wheelchair/crawl, stairs; Cognitive communication: comprehension, expression; Social cognition: social interaction, problem solving, memory

Academic Programs

Degree Programs

The following is a list of programs offering academic degrees in various disciplines that relate to early intervention. The information below is based on the 2001-2002 academic year. Please check with the individual College or University for more information.

American University

4400 Massachusetts Avenue, NW
Washington, DC 20016
Phone: (202) 885-1000
www.american.edu

Department of Education: Graduate Program in Special Education

Department of Psychology: Undergraduate and Graduate Programs in Psychology

The Catholic University of America

620 Michigan Avenue, NW
Washington, DC 20064
Phone: (202) 319-5000
www.cua.edu

Department of Education: Undergraduate and Graduate Programs in Education

Department of Psychology: Undergraduate and Graduate and Programs in Psychology

School of Nursing: Undergraduate and Graduate Programs in Nursing

University of the District of Columbia (UDC)

4200 Connecticut Avenue, NW
Washington, DC 20008 USA
Phone: (202) 274-5000
www.udc.edu

Department of Education: Certification; Associate; Undergraduate and Graduate Programs in Special Education

Department of Languages and Communication Disorders: Undergraduate and Graduate Programs in Speech and Language Pathology

Department of Urban Affairs, Social Sciences and Social Work: Undergraduate Program in Social Work

Department of Nursing: Undergraduate and Graduate Programs in Nursing

Gallaudet University

800 Florida Avenue, NE
Washington, DC 20002-3695
www.gallaudet.edu

Department of Family and Consumer Studies: Undergraduate Child Development Major; Undergraduate Deaf Studies; Graduate Deaf History Certificate

Department of Audiology and Speech-Language Pathology: Undergraduate and Graduate Program in Speech-Language Pathology and Audiology

Department of Psychology: Undergraduate and Graduate Programs in Psychology

Department of Social Work: Undergraduate and Graduate Programs in Social Work

Department of Education: Undergraduate and Graduate Programs in Education (Deaf Education and Family Centered Early Education & Multiple Disabilities)

George Mason University

www.gmu.edu

Arlington Campus

3301 N. Fairfax Drive "Arlington I"
3401 N. Fairfax Drive "Original Building"
Arlington, VA 22201
Phone: (703) 993-8999

Fairfax Campus

4400 University Drive
Fairfax, VA 22030-4444
Phone: (703) 993-1000
TDD: (703) 993-1002

Prince William Campus

10900 University Boulevard
Manassas, VA 20110-2203
Phone: (703) 993-8350
TTY: (703) 993-8365

School of Education: Undergraduate and Graduate Programs in Education, Special Education, and Early Childhood Education

Department of Psychology: Undergraduate and Graduate Programs in Psychology

School of Nursing: Undergraduate Programs in Nursing



Academic Program

The George Washington University

2121 Eye Street, NW
Washington, DC 20052
Phone: (202) 994-1000
www.gwu.edu

Department of Education: Graduate Program in Curriculum and Instruction, Bilingual Education, Early Childhood Special Education, and Infant Special Education and Special Education

School of Public Health: Graduate Program in Physical Therapy

Georgetown University

37th & O Streets, NW
Washington, DC 20057
Phone: (202) 687-0100
www.georgetown.edu

School of Nursing: Undergraduate and Graduate Programs in Nursing

Department of Psychology: Undergraduate and Graduate Programs in Psychology

Howard University

2400 Sixth Street, NW
Washington, DC 20059
Phone: (202) 806-6100
www.howard.edu

Department of Education: Undergraduate and Graduate Programs in Early Childhood Education and Human Development

Department of Nursing & Allied Health: Undergraduate and Graduate Programs in: Nursing, Nutrition, Occupational Therapy, Physical Therapy, Physician Assistant, Psychology, Speech-Language Pathology, Social Work

Johns Hopkins University

www.jhu.edu

School of Arts & Sciences
237 Mergenthaler Hall
3400 North Charles Street
Baltimore, MD 21218
Phone: (410) 516-8212

School of Nursing
525 North Wolfe Street
Baltimore, MD 21205
Phone: (410) 955-7548

School of Public Health
615 North Wolfe Street
Baltimore, MD 21205-2179
Phone: (410) 955-1680

Department of Education: Early Childhood Education Certificate, Undergraduate and Graduate Programs in Mild to Moderate Disabilities, Severe Disabilities, Technology in Special Education and Transition Planning and Education.

School of Nursing: Undergraduate and Graduate Programs in Nursing

Loyola College in Maryland

4501 North Charles Street
Baltimore, MD 21210-2699
Phone: (410) 617-2000
www.loyola.edu

Department of Education: Graduate Program in Montessori Education

Department of Psychology: Undergraduate and Graduate Programs in Psychology

Department of Speech-Language Pathology and Audiology: Graduate in Speech-Language Pathology and Audiology

University of Maryland System

University of Maryland
College Park, MD 20742
Phone: (301) 405-1000
www.umd.edu

College Park Campus: Undergraduate and Graduate Programs in Human Development, Early Childhood Education, Special Education, Psychology, Educational Psychology, Developmental Science, Nutrition, Hearing and Speech Sciences.

Baltimore Campus: Undergraduate and Graduate Programs in Nursing, Physical Rehabilitation Science, and Social Work

Marymount University

2807 North Glebe Road
Arlington, VA 22207
Phone: (703) 522-5600
www.marymount.edu

Department of Education: Undergraduate and Graduate Programs in Early Childhood Education

Department of Nursing: Undergraduate and Graduate Programs in Nursing

Department of Psychology: Undergraduate and Graduate Programs in Psychology

Department of Physical Therapy: Graduate Program in Physical Therapy



Montgomery College

www.mc.cc.md.us

Germantown Campus	Takoma Park Campus
20200 Observation Drive Germantown, MD 20876 Phone: (301) 353-7700 TTY: (301) 540-2133	7600 Takoma Park Avenue Takoma Park, MD 20912 Phone: (301) 650-1300 TTY: (301) 587-7207

Rockville Campus and Continuing Education

51 Mannake Street
Rockville, MD 20850
Phone: (301) 279-5000
TTY: (301) 294-9672
Continuing Education: (301) 279-5188

Department of Education: Associates degree in Early Childhood Education, Certification in Early Childhood

Physical Therapist Assistant Program

Northern Virginia Community College

www.nv.cc.va.us

Alexandria Campus	Annandale Campus
3001 N. Beauregard Street Alexandria, VA 22311 Phone: (703) 845-6200	3001 N. Beauregard Street Annandale, VA 22003 Phone (703) 323-3000

Loudon Campus	Manassas Campus
1000 Harry Flood Byrd Hwy. Sterling, VA 20164-8699 Phone: (703) 450-2500	6901 Sudley Road Manassas, VA 20109 Phone: (703) 257-6600

Woodbridge Campus

15200 Neabsco Mills Road
Woodbridge, VA 22191
Phone: (703) 878-5700

Department of Education: Associates degree in Early Childhood Education, Certification in Early Childhood Developmental Assistant.

Physical Therapist Assistant Program

Prince George's Community College

NOVA NET
Phone: (703) 323-3770
www.pg.cc.md.us
Non credit courses available

Trinity College

125 Michigan Avenue, NE
Washington, DC 20017
Phone: (202) 884-9000
www.trinity.edu

Department of Education: Undergraduate and Graduate Programs in Early Childhood Education

Department of Psychology: Undergraduate Program in Psychology

