

# ***EARLY CHILDHOOD SPECIAL EDUCATION RESOURCE LIBRARY***

## **CATALOG of MATERIALS**

**December 2015**

**STATE OF NEVADA  
Department of Health and Human Services  
Aging and Disabilities Services Division  
IDEA Part C Office  
4126 Technology Way, Suite 200,  
Carson City, Nevada 89703**

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**\*These items have been inspected and shipped in good condition. Upon receiving these items, you are responsible for any damage or loss that may occur while in your possession.**

**Website:** <http://dhhs.nv.gov/Programs/IDEA/ProjectASSIST/Special-Ed-Library/>

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## **EARLY CHILDHOOD /SPECIAL EDUCATION**

**Achieving Learning Goals Through Play: Teaching Young Children with Special Needs**, Second Edition, By Anne H. Widerstrom, Ph.D., Brookes Publishing, 2005. With this practical, activity-filled guide, you'll have ready-to-use strategies for weaving individual learning goals into play throughout the school day. Created for use with children ages 2 to 5 who have special needs. Throughout the book, there's information on how play activities can help children develop cognitive, communication, motor, social, and pre-literacy skills.

**Activity Based Intervention Guide: With More Than 250 Multisensory Play Ideas**, Marcia Cain Coling, M.A., Judith Nealer Garrett, Ph.D., Therapy Skill Builders, 1995. Activity-based therapy is an intervention strategy in which goals and objectives are incorporated into various activities that emphasize natural, functional, and meaningful interactions with the environment. When children are engaged in structured activities, they are learning skills in many developmental domains that they can generalize to real-life situations.

**Activity Schedules for Children With Autism, Topics in Autism, Teaching Independent Behavior**, Lynn E. McClannahan, Ph.D. & Patricia J. Krantz, Ph.D., Woodbine House 1999. Activity schedules -- simple, yet revolutionary teaching tools -- enable children with autism to accomplish activities with greatly reduced adult supervision. An activity schedule is a set of pictures or words that cues a child to engage in a sequence of activities. When activity schedules are mastered, children are more self-directed and purposeful in their home, school, and leisure activities -- doing puzzles, interacting with classmates, and preparing food with minimal assistance from adults.

**Addressing challenging behavior in early childhood settings: A Teachers Guide [includes CD-Rom]**, by Denno, Carr, & Bell, Brookes Publishing, 2010. This book-and-CD set illuminates the diverse influences on challenging behavior including temperament, preferences, home life, and peer relationships and arms teachers with the tools they need to create powerful solutions to improve behavior by ensuring a safe classroom environment where all children feel welcome, designing physical spaces that support learning and positive interactions, and using a developmentally appropriate curriculum that also meets individual student needs.

**An Activity-Based Approach to Early Intervention**, Diane Bricker and Kristie Pretti-Frontzak, Brookes Publishing, 2004. This book offers a systematic method for assessing young children and helping them reach their goals. You'll find thorough, research-based information on activity-based intervention (ABI) — an approach already trusted by thousands of professionals — and the strategies you need to use it effectively. This comprehensive guide to ABI fully prepares you to make the most of learning opportunities, work as a team with other professionals and families, and help young children reach their goals.

**An Activity-Based Approach to Developing Young Children's Social Emotional Competence & CD-Rom**, by Jane Squires & Diane Bricker, Paul H. Brooks Publishing, 2007. This book walks readers through the five-step intervention process called Activity-Based Intervention: Social Emotional (ABI:SE): **Screening** - guidance on the best screening tools available, and evaluate the family environment with Environmental Screening Questionnaire (ESQ), the photocopiable, 30-question caregiver questionnaire included in the book. **Assessment** - Capture detailed information on children's social and emotional competence and caregiver competence using the photocopiable Social Emotional Assessment Measure (SEAM), a more in-depth assessment questionnaire for each of three age ranges — infant, toddler, and preschool. **Goal development** - Review strengths and needs of the child and family, and work with the parent to identify meaningful goals. **Intervention** - Help the family embed learning opportunities into everyday routines and activities. **Evaluation** - Monitor child and family progress and assess the program's overall success.

**Antecedent Assessment & Intervention: Supporting Children & Adults with Developmental Disabilities in Community Settings**, James K. Luiselli, Paul H. Brookes Publishing, 2006. The May Institute, Randolph, MA. Text offers a blend of theory and evidence-supported guidance to recognize and address challenging behaviors. Explains diverse factors that may contribute to challenging behaviors, how to conduct more effective behavioral assessment, how to develop successful behavior support plans, and more. For psychologists.

**The Art and Practice of Home Visiting: Early Intervention for Children with Special Needs and Their Families**, - by Ruth Cook, Shirley Sparks, 2008. Developed especially for today's working environment, this is the modern home visitor's complete introductory text to early intervention for children with disabilities and their families. The authors address the complex issues home visitors face in their daily work with families who have diverse backgrounds and needs. Together, they give readers a fresh approach to home visiting that's culturally sensitive, family centered and designed to help each unique family reach their specific goals.

**Autism Through the Lifespan: The Eden Model**, David L. Holmes, Woodbine House, 1997. One of the most distinct philosophies of the Eden Model and the book's focus is the concept of 'lifespan services', meaning people in the programme will receive continuous services as needed, over their lifetime. Maintaining a continuum of educational, residential, and employment programmes can create great challenges for Eden's staff who provide the seamless,

permanent support network that people with autism and their families often require. With numerous examples and case histories, *Autism Through the Lifespan* presents an in-depth model for helping children and adults with autism that will be of interest to professionals and parents alike.

**Autism, Topics In - A Picture's Worth: PECS and Other Visual Communication Strategies in Autism**, Andy Bondy, Ph.D, and Lori Frost, M.S., CCC/SLP, Woodbine House, 2002. A PICTURE'S WORTH examines the value of non-verbal communication strategies for children with autism, and presents the Picture Exchange Communication System (PECS) in detail. PECS is a communication system that allows a child to use a picture (or series of pictures) to express his needs and desires without a prompt or cue from another person.

**Building Blocks for Teaching Preschoolers with Special Needs [With CD-ROM]** by Sandall, Schwartz, et al., Brookes Publishing, 2008. This easy-to-use guidebook offers strategies for teaching children with special needs, tailoring activities to individual needs, and working on a child's IEP goals. At the heart of the book is the Building Blocks model, three practical methods teachers can use to include young children with disabilities in the classroom: curriculum modifications that allow all children to participate, embedded learning opportunities that are used within typical classroom activities, and child-focused instructional strategies that help students achieve individual learning objectives.

**Caring for Children with Cerebral Palsy: A Team Approach**, John Dormans and Louis Pellegrino, Paul H. Brookes Publishing Co., 1998. This daily-use handbook draws on the experience of pediatricians and orthopedic surgeons as well as physical and occupational therapists, speech-language pathologists, social workers, educators, and administrators. It presents a conceptual framework for care delivery and emphasizes goals for development and competency in family and community settings.

**Children with Disabilities, 7<sup>th</sup> Edition** – by Mark Batshaw M.D., Nancy Roizen M.D., and Gaetano Lotrecchiano, 2012. Incorporating years of significant research and progress in multiple disciplines, this highly anticipated new edition is the textbook of choice for courses on disability. The internationally respected editors bring together a who's who of contributors—of seasoned experts and fresh voices—definitive compendium of information about developmental, clinical, family, education, and intervention issues.

**Consultation In Early Childhood Settings**, by Virginia Buysse Ph.D., Patricia W. Wesley, Brookes Publishing, 2005. This practical handbook equips you with the skills you need to function as an effective consultant to educators and caregivers of children from birth through age 5, leading you through a systematic process to help educators, parents, and early childhood professionals work together to address concerns and identify goals.

**Early Start Denver Model for Young Children with Autism: Promoting Language, Learning, and Engagement**, Dr Rogers and Dr Dawson, Guilford Press, 2009. The manual provides structured, hands-on strategies for working with very young children in individual and group settings to promote development in such key domains as imitation; communication; social, cognitive, and motor skills; adaptive behavior; and play. Implementing individualized treatment plans for each child requires the use of an assessment tool, the *Early Start Denver Model Curriculum Checklist for Young Children with Autism*. A non-reproducible checklist is included in the manual for reference, along with instructions for use.

**Early Intervention With Multi-risk Families: An Integrative Approach**, by Sarah Landy and Rosanne Menna, Brookes Publishing, 2006. This book provides early intervention service providers with strategies for working with families at highest risk. It is one of the few books to focus on the treatment of families at psychosocial risk, outlining an integrative approach to early intervention, and providing both a theoretical and a very practical approach to intervention with the most at-risk families.

**The Early Intervention Teaming Handbook: The Primary Service Provider Approach**, by M'Lisa Shelden, Dathan Rush, 2012. Discover the why and how of the primary service provider (PSP) approach to teaming, the widely used, evidence-based model that more and more states are adopting to strengthen care and services and improve family outcomes. Developed by the early childhood experts who pioneered the PSP approach to teaming, this is the first how-to guide that clearly lays out the logistics and benefits of making one team member the consistent point of contact with a family

**Evidence-Based Practice in the Early Childhood Field**, by Buysse & Wesley, Zero to Three Press, 2006. This report defines the evidence-based practice movement and explains how it is empowering professionals to deliver the most effective interventions available. The authors examine how various sources of evidence can be applied to solve real-world problems and used to inform critical policy decisions.

**Getting Special Needs Kids Ready for the Real World**, by David Funk, Love & Logic Press Inc., 2005. This book is written with the full understanding that educating kids is a continuing process. It is a blend of experience from thousands of interactions with kids, their parents, other educators, and solid psychological relevant research. This book gives a clear picture of special needs kids for who they are, not for who we are afraid they might be.

**A Guest In My Home: A Guide to Home Visiting Partnerships that Strengthen Families and Communities**, Terry Davis Hoover, et. al. Florida Dept. of Health and Rehabilitative Services, 1996.

**The Home Visitor's Guidebook: Promoting Optimal Parent & Child Development**, Carol S. Klass, Second Edition, Paul H. Brookes Publishing Co., 2003. This guidebook shows therapists, early interventionists, and other home visitors how to build trust, communicate respect, and maintain boundaries with families make home visits successful by developing specific communication and interpersonal skills understand the stages of typical child development - and use that knowledge to help families promote the child's sense of self, provide guidance and discipline, develop communication and language, promote learning through play, and more gain fresh perspective, create a support network, and learn new strategies through professional development opportunities.

**How to be a Para Pro: A Comprehensive Training Manual for Paraprofessionals**, Diane Twachtman-Cullen, Starfish Specialty Press, LLC, 2000. Written for classroom assistants and support staff working with pervasive developmental disorder, autism and Asperger syndrome, this guide provides strategies to address the most common and perplexing behaviours and contains insights, tips and anecdotes that bring alive the everyday challenges.

**Individualized Autism Intervention for Young Children: Blending Discrete Trial and Naturalistic Strategies**, by Travis Thompson, Ph.D., L.P., Brookes Publishing, 2011. Discrete Trial Intervention or naturalistic Incidental Teaching? This book helps professionals skillfully blend the best of both behavior approaches to each child's individual needs and help readers create custom-tailored interventions that really improve child outcomes.

**Love & Logic Solutions for Kids with Special Needs**, by David Funk, Love & Logic Press Inc., 2002. Mr. Funk uses the principles of Love and Logic and applies them to working with special needs kids. Lots of stories illustrate his points. This book answered many of my questions about how Love and Logic works with students who are cognitive and behavior impaired.

**Making Sense of AUTISM**, Travis Thompson, Ph.D., Paul H Brookes Publishing Co., 2007. A marvelous resource for parents and professionals alike, this book will draw together the theoretical and practical sides of the disorder, and will discuss, in plain and simple terms, the importance of diagnosis, intervention, and treatment.

**Ordinary Families, Special Children: A Systems Approach to Childhood Disability, Third Edition** - by Milton Seligman PhD, and Rosalyn Benjamin Darling, 2009. This popular clinical reference and text provides a multisystems perspective on childhood disability and its effects on family life. The volume examines how child, family, ecological, and sociocultural variables intertwine to shape the ways families respond to disability, and how professionals can promote coping, adaptation, and empowerment. Accessible and engaging, the book integrates theory and research with vignettes and firsthand reflections from family members.

**Pivotal Response Treatments for Autism: Communication, Social, & Academic Development**, by Robert L. Koegel & Lynn Kern Koegel. Paul H Brookes Publishing Co. 2006. PRT uses natural learning opportunities to target and modify key behaviors in young children with autism leading to widespread positive effects on communication, behavior and social skills.

**Real Life, Real Progress for Children with Autism Spectrum Disorders: Strategies for Successful Generalization in Natural Environments**, by Christina Whalen, Brookes Publishing, 2009. Generalization is the key to effective autism intervention when children can apply new skills across settings. Learn how to provide positive, supportive parent education, weave generalization strategies into every phase of intervention planning, modify generalization strategies for different settings, and assess the effectiveness of generalization strategies at multiple stages of instruction. Case studies and vivid examples bring the strategies to life, and forms and checklists help professionals plan interventions, track children's goals, and monitor their progress toward positive social behaviors and communication skills.

**Relationship-Centered Practices in Early Childhood: Working with Families, Infants, & Young Children at Risk**, Gail Ensher and David Clark, Brookes Publishing, 2011. This book is a must for all professionals serving families of children birth to age 8 who have disabilities or who may be at risk. Presenting a clear framework for effective relationship-centered care in natural environments, this book gives readers the up-to-date information and guidance they need to meet AAP guidelines and IDEA requirements for family-centered care, and address the new OSEP requirement that programs report how early intervention services have helped families and children.

**Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD**, Gutstein & Sheely, Jessica Kingsley Publishers, 2002

**The New Social Story Book, Revised 10th Anniversary Edition: Over 150 Social Stories that Teach Everyday Social Skills to Children with Autism or Asperger's Syndrome, and their Peers [includes CR-Rom]**, by Carol

Gray, Future Horizons, 2010. Social Stories promotes social understanding in children with autism spectrum disorders (ASD). The New Social Story Book offers over 150 Social Stories. Carol also teaches you how to write Social Stories yourself. Years of experience and trial-and-error have led to updated Story guidelines. This book comes with a CD containing each Social Story in ready-to-print PDFs AND easy-to-edit Word files! With the CD, you can customize story content and insert images relevant to your child or student's individual experiences.

**The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders – Volume I Assessment**, Prizant, Wetherby, Rubin, Laurent, & Rydell, 2006.

**The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders – Volume II Program Planning & Intervention**, Prizant, Wetherby, Rubin, Laurent, & Rydell, 2006.

**Teaching Playskills to Children with Autistic Spectrum Disorder**, Melinda J. Smith, M.D., DRL Books, 2001. This comprehensive manual encompasses the many aspects of play and how they can be incorporated into the lives of children with developmental delays. Teaching Playskills is an invaluable manual for families that are participating in their children's home or intervention programs and need guidance on how to incorporate age-appropriate playskills into daily living.

**Teaching Social Communication to Children with Autism: A Manual for Parents**, by Brooke Ingersoll, and Anna Dvortcsak, Guilford Press, 2010. This manual helps parents master proven techniques for teaching social-communication skills to young children with autism. The authors clearly describe the skills-building techniques and show how to integrate them into everyday family routines and activities. Designed for use as part of a therapist-guided program, the manual includes reproducible forms.

**Teaching Social Communication to Children with Autism: The Practitioner's Guide (with DVD)**, by Brooke Ingersoll, and Anna Dvortcsak, Guilford Press, 2010. The *Practitioner's Guide* provides step-by-step guidelines for conducting parent training individually or in groups. It takes proven techniques for promoting the social-communication skills of young children with autism and breaks them into simple yet effective steps so parents can learn how to do them. The DVD, for use in the training sessions, features video clips of parents implementing the techniques with their children, as well as PowerPoint slides. The *Practitioner's Guide* also features 30 reproducible handouts and forms. The companion *Manual for Parents* helps parents master the techniques and use them at home with their child during daily routines and activities.

**The INSITE Model: A Model of Home Intervention for Infant, Toddler, and Preschool Aged Multihandicapped Sensory Impaired Children**, SKI\*HI Institute (purchased-2013). This 750-page two-volume curriculum contains home-based programming for families of young children who are sensory impaired with additional special needs (multidisabled sensory impaired or MSI). The first volume contains the following: communication program, hearing program, psycho-emotional support, home visit planning, delivering and reporting, child assessment, family needs, and support services. The second volume contains the vision, cognition, and motor programs and information on gross motor, fine motor, self-help, and social-emotional development.

**Toilet Training for Individuals with Autism and Related Disorders: A Comprehensive Guide for Parents and Teachers**, by Maria Wheeler, M.Ed., Future Horizons, Inc., 2004

**Tools For Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, & Families**, by Beth S. Rous and Rena A. Hallum, Paul H Brookes Publishing Co., 2006

**Transition Process, The, Early Intervention to Preschool**, Ski-Hi Institute, Utah Department of Health Baby Watch, Utah State Office of Education Students at Risk, Utah Schools for the Deaf and the Blind, 2001.

◆ Transition Process, Early Intervention to Preschool, **Training Manual**.

◆ Transition Process, Early Intervention to Preschool, **Video**. RT: approx. 48”.

Cross referenced to Special Education Book Section, [ **Located in Special Education Video Section** ]. Tape is inside back cover of manual.

**Understanding the Nature of Autism: A Guide to the Autism Spectrum Disorders** [With CDROM] 3<sup>rd</sup> Edition, by Janice E. Janzen, Catherine B. Zenko, Lindee Morgan. Hammill Institute, 2012. Appropriate for use with any age and ability level, this resource is a valuable tool for therapists, teachers, and parents. This edition presents an integrated approach to teaching and intervention. It incorporates strategies from recognized models such as structured play/Floortime, Structured Teaching, and Applied Behavioral Analysis that match the specific needs of each individual. Also includes strategies for conducting a comprehensive functional behavioral assessment and developing a positive behavior support system.

**Using IGDIs: Monitoring Progress and Improving Intervention for Infants and Young Children**, by Carta, Greenwood, Walker, and Buzhardt, Brookes Publishing, 2010. The Individual Growth and Development Indicators

(IGDIs) gives early childhood professionals specific, in-depth guidance on understanding and using all five of the IGDI tools: communication, cognitive problem solving, early movement, social development, and parent/child interaction. With this comprehensive manual, readers will be able to easily work the IGDIs into existing programs and intervention formats; administer play-based IGDI sessions with all young children; score IGDIs accurately with examples of filled-in forms; and interpret results to inform intervention and quickly determine when adjustments need to be made.

**Very Young Children with Special Needs: A Foundation for Educators, Families, and Service Providers (4th Edition)**, by Vikki F. Howard, Betty Fry Williams, Cheryl E. Lepper, 2009. This introductory text provides a foundation of early intervention and early childhood special education; unique and thorough coverage of typical child development across physical, emotional, language and cognitive domains; detailed but understandable information about the causes of disabling conditions; best practices for supporting diverse families; updated information incorporating the newest provisions of the Individuals with Disabilities Education Improvement Act of 2004; emphasis on five core philosophical themes: 1) cultural sensitivity, 2) family context, 3) collaboration, 4) advocacy, and 5) personalization of services; unique coverage of typical child development and the understanding of children with exceptional needs; inclusion of medical information regarding the etiologies of various disabilities; thorough introduction to emerging trends in the areas of personalization, relationship-based service, and evidence-based practice; and case studies of very young children and their families with parent interviews to provide real-life examples of the challenges and rewards experienced by families who have children with disabilities.

**What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers, 6<sup>th</sup> edition**, The Council for Exceptional Children, 2009. This helpful and easy-to-use guide contains the latest 2002 CEC performance-based standards for all beginning special educators. An invaluable resource for teacher preparation programs seeking CEC/NCATE accreditation and students and teachers striving to acquire state licensure, this brief book includes: CEC Code of Ethics, The Professional Practice Standards, and Mentoring Standards. Additionally, standards relevant for administrators, educational diagnosticians, transition specialists, and paraeducators are included.

**Young Children With Disabilities in Natural Environments: Methods And Procedures**, by Noonan, and McCormick, Brookes Publishing, 2006. This book With its comprehensive coverage of instruction and intervention practices in natural environments, this is the essential methods textbook for pre-service educators and therapists preparing to work with young children who have disabilities. Focusing on children from birth to age 5, this text gives future professionals a wealth of specific, practical knowledge on a range of critical procedures for working with children effectively.

**"You're Going to Love This Kid!" Teaching Students with Autism in the Inclusive Classroom**, Paula Kluth, Paul H. Brookes Publishing Co., 2003. Guide to understanding students with autism and including them fully in the classroom. Includes specific ideas for enhancing literacy; planning challenging, multidimensional lessons; supporting student behavior; connecting, communicating, and collaborating; fostering friendships; and adapting the physical environment.

## ***EARLY CHILDHOOD/GENERAL EDUCATION***

**Ages & Stages Learning Activities: Fun, simple, age-appropriate activities for children from 1 month to 5 years, designed to coordinate with the Ages & Stages Questionnaires (ASQ)**, Elizabeth Twombly & Ginger Fink, Paul H. Brookes Publishing Co., 2004

**Building Language Throughout the Year: The Preschool Early Literacy Curriculum**, by Lybolt, Armstrong, Techmanski, and Gottfred, Brookes Publishing, 2007. "The Preschool Early Literacy Curriculum" is specifically designed to assist teachers in developing classroom programs for children ages 3 to 5 promoting early literacy through encouraging the development and exercise of reading skills which are an essential foundation for lifelong academic success. Teachers will learn how to deliver curriculum content effectively; engage children through structure and unstructured activities; and encourage parents to continue their learning at home.

**Developmental Parenting: A Guide for Early Childhood Practitioners**, by Roggman, Boyce, & Innocenti, Brookes Publishing, 2008. This book is a guide for home visitors to use in teaching parents and other caregivers to value and support a child's development. The ideas in this book can help practitioners help parents provide the developmental support children need in their early years. When the parent-child relationship is positive, infants and toddlers develop a sense of security, explore with confidence, and learn to communicate their needs.

**Pathways to Competence for Young Children: A Parenting Program (CD-ROM included)**, Landy & Thompson, Paul H Brookes Publishing Co., 2006.

**Shared Storybook Reading: Building Young Children's Language & Emergent Literacy Skills**, Helen Ezell and Laura Justice, Paul H Brookes Publishing Co., 2005.

**Your Guide to Nurturing Parent-Child Relationships: Positive Parenting Activities for Home Visitors**, Nadia Hall, Chaya Kulkarni, Shauna Seneca, Paul H Brookes Publishing Co., 2008.

## ***INCLUSION***

**Adapting Early Childhood Curricula for Children in Inclusive Settings, Sixth Edition**, Ruth E. Cook, et.al., Pearson-Prentice Hall, 2003. This book is a great resource for including students with special needs into a regular education environment. It provides ample detail related to specific intervention strategies that enhance the effective use of embedded learning opportunities within daily curriculum activities and routines. It offers great suggestions from activities to how to set up your classroom, and also addresses the needs of parents of children with special needs. It encourages a family-centered, inclusive approach to working with young children with special needs and their families. This is a must have resource for educators.

**Project EXCEPTIONAL, Exceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-Building, Nurturing, and Learning**, (to be checked out as a set).

- Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs**, Betty Presler, R.N., Ph.D., California Institute on Human Services, Sonoma State University, 1996.

- A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 1**, Kushner, Cranor, and Brekken editors, California Department of Education, Sacramento, 1996.

- A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 2**, Cranor and Kucnner editors.

- Dimensions of Diversity**, Lynch, Ph.D., California Institute on Human Services, 1996.

- College Instructor's Guide: Infusing Information About Young Children with Exceptional Needs into Child Development and Early Childhood Course Work**, Lynch, Ph.D., California Institute on Human Services, 1996.

## ***PREGNANCY/INFANTS AND TODDLERS***

**Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers**, Helen H. Raikes & Jane McCall Whitmer, Paul H. Brookes Publishing, 2006. Ideal for use in a variety of programs and settings, center-based care, home visits, and parent education programs, this engaging and effective curriculum helps young children meet developmental goals and builds on each child's natural strengths and interests, recognize and expand on emerging developments, and encourage progress in areas of concern.

**Developmental & Therapeutic Interventions in the NICU**, Elsie R. Vergara & Rosemarie Bigsby, Paul H. Brookes Publishing Co., 2004

**Developmental Parenting: A Guide for Early Childhood Practitioners**, Roggman, Boyce, & Innocenti, Brookes Publishing, 2008.

**Disorders of Behavioral and Emotional Regulation in the First Years of Life: Early risks and intervention in the developing parent-infant relationship**, by M Papousek, M Schieche, and H Wurmser, Zero to Three, 2008. This book provides a scientifically proven demonstration of how to help families struggling with common and behavioral disorders. Contains numerous case studies and describes scientific and clinical evidence on topics such as excessive crying, sleeping and feeding disorders, and failure to thrive.

**HELP at Home, Hawaii Early Learning Profile & Activity Sheets for Parents, From the Child's Point of View**, Adapted and Edited by Stephanie Parks, M.A., VORT Corporation, 1998 Revision.

**HELP at Home, Hawaii Early Learning Activity Guide**, Adapted and Edited by Stephanie Parks, M.A., VORT Corporation, 1997.

**Infants and Toddlers at Work: Using Reggio-Inspired Materials to Support Brain Development**, by Ann Lewin-Benham, Teachers College Press, 2010. This book contains a wealth of practical and specific activities and materials to use with infants and toddlers to enhance growth and development including sensory reception, movement, language, cognition, memory, vision, and motivation. Materials, with guidance for their use and where to find them.

**Psychotherapy with Infants and Young Children Repairing the Effects of Stress and Trauma on Early Attachment**, by A Lieberman and P Van Horn, Guilford Press, 2008. The book provides a comprehensive theoretical framework together with practical strategies for combining play, developmental guidance, trauma-focused interventions, and concrete assistance with problems of living. Filled with "how-to-do-it" examples, it is grounded in extensive clinical experience and cutting-edge research on early development, attachment, neurobiology, and trauma.

**Routines-based Early Intervention: Supporting Young Children and Their Families**, By R.A. McWilliam, Brookes Publishing, 2010. With the step-by-step guidance, professionals in Part C programs will reach their key goals during visits to homes and child care settings: Fully understand the family environment. Get to know the family by creating a helpful visual depiction of their relationships, supports, and resources. Conduct assessment that's truly family-centered. Uncover the whole families functional needs through an in-depth interview about daily routines and activities. Write high-quality IFSPs and IEPs. Develop clear, specific, measurable goals that directly address the families priorities and help children develop skills relevant to everyday life. Coach families on weaving intervention into daily routines, so children have the best chance to learn and retain new skills.

**Sensory Integration and Self-Regulation in Infants and Toddlers Helping Very Young Children Interact With Their Environment** by GG Williamson and M Anzalone, Zero to Three, 2001. The authors integrate and synthesize knowledge from the fields of occupational therapy, neuroscience, child development, psychology, psychiatry, education, and the movement sciences to help readers: Understand the sensory development of infants and young children; Learn about assessment and intervention approaches designed to promote very young children's self-regulation and adaptive behavior; and Become aware of new directions and outstanding questions in basic and applied research in the field.

**The Complete Resource Book for Infants: Over 700 Experiences for Children from Birth to 18 Months**, by Pamela Byrne Schiller, Gryphon House, 2005. This book features over 700 experiences and activities that are perfect for infants from birth through 18 months. The experiences and activities are designed to support language, physical, social-emotional, and cognitive growth and development. The activities can be used individually or grouped together to focus on a specific skill or aspect of development.

**The Complete Resource Book for Toddlers and Twos: Over 2000 Experiences and Ideas**, by Pamela Byrne Schiller, Gryphon House, 2003. This book is a compilation of nursery rhymes, songs, games that enhance spatial concepts, fun ways to celebrate the seasons, and more. Showcasing over 2,000 educational ideas and activities which are ideally suited for toddlers aged 12-36 months, this book is accessibly organized and presented in a straightforward manner for parents, family members, babysitters and educators everywhere. Each of the 100 daily topics is divided into activities and experiences that support language enrichment, cognitive development, social-emotional development and physical development.

**The Visit: Observation, Reflection, Synthesis for Training and Relationship Building**, by Annette Axtmann and Annegret Dettwiler, Paul H. Brookes Publishing Co., 2005.

**Understanding Newborn Behavior & Early Relationships: The Newborn Behavioral Observation (NBO) System Handbook**, Nugent, Keefer, Minear, Johnson, & Blanchard, Paul H Brookes Publishing Co., 2007. This book shows professionals who support the families of newborns how to strengthen the infant-parent relationship through use of an observational tool and information on child development and infant mental health. The Newborn Behavioral Observations (NBO) system is an individualized infant-focused, family-centered observational tool designed to be used by practitioners to describe an infant's competencies and individuality.

## **PARENTS/FAMILIES - GENERAL**

**Fatherless America: Confronting Our Most Urgent Social Problem**, Blankenhorn, Harper- Perennial, 1995.

**Joy of Fatherhood, The: The First Twelve Months**, Prima Publishing, 1997.

**New Expectations: Community Strategies for Responsible Fatherhood**, Levine and Pitt, Families and Work Institute, 1995.

**Some Kids Have Dads and Some Don't, Right? Wrong.**, Fenichel, editor, Zero to Three, Vol. 18 No. 1, August/September 1997.

## ***PARENTS/FAMILIES – SPECIAL NEEDS***

**A Different Kind of Perfect: Writings by Parents on Raising a Child with Special Needs**, by Cindy Dowling, Bernadette Thomas, and Dr. Neil Nicoll, 2006. Every parent dreams of having a happy, healthy child. What happens when these dreams are shattered by a physical or cognitive disability? The writings collected here are grouped into chapters reflecting the progressive stages of many parents' emotional journeys, starting with grief, denial, and anger and moving towards acceptance, empowerment, laughter, and even joy.

**After the Tears: Parents Talk About Raising a Child with A Disability**, R. Simons, Mariner Books, 1985. After The Tears is an honest, informative and poignant collection of experiences of families whose lives have been changed by a family member with a disability. This is a great resource for families and a MUST read for professionals and paraprofessionals. It is a great book for new parents or friends of parents with a baby with disabilities of any kind.

**Alex: The Life of a Child**, F. Deford, Cystic Fibrosis Foundation, 1983. 'Alex' follows former 'Sports Illustrated' writer Frank Deford and his wife Carole when their family is rocked to the core as their baby daughter Alex is diagnosed with Cystic Fibrosis. Her loving family was quick to rally around her, determined to show the same bravery as the little girl as they supported and cherished her through life and struggled to move on after her death at the tragically young age of eight.

**Autism in the Family: Caring and Coping Together** – by Robert Naseef Ph.D., 2012. How can parents provide the best support for their child with autism—and ensure that the whole family's needs are met? It's a question faced by every parent of a child on the autism spectrum, and this book answers it with keen insight, reassuring honesty, and practical guidance. A practicing psychologist and father of an adult son with autism, Dr. Robert Naseef has both personal and professional expertise to share with overwhelmed families, weaving wisdom from years of clinical practice with candid first-hand insights on parenting a child from birth through adulthood.

**"A Will of His Own": Reflections on Parenting a Child with Autism**. Kelly Harland. Woodbine House, 2002. This collection of essays reveals the often dizzying mix of heart-wrenching challenge and sweet elation that comes with a son with autism. Kelly Harland's stories explore the first nine years of her son's life and the new and unexpected universe she and her husband -- both professional musicians -- must learn to navigate with him.

**Babies with Down Syndrome, A New Parents Guide – Third Edition**, Edited by Skallerup, 2008. This should be one of the first books parents read upon receiving their child's diagnosis. The contributors-- educators, medical professionals, adults with Down syndrome, and, primarily, parents of children with Down syndrome--along with editor Skallerup, mother of a child with Down syndrome, define Down syndrome and discuss adjusting to your baby, medical concerns and treatments (for example, 40 to 60 percent have some type of heart defect), daily care, family life, postnatal development, the importance of early intervention, and legal rights and hurdles.

**Bebes con syndrome de Down, Nueva guia para padres – Third Edition**, Edited by Skallerup, 2008.

**Bittersweet Baby: A family meets the challenge of a child with disabilities (Down syndrome)**, by Jolie Kanat, CompCare Publishers 1987.

**Breakthrough Parenting for Children with Special Needs: Raising the Bar of Expectations**, by Judy Winter, Jossey-Bass 2006. award-winning writer Judy Winter helps parents 'raise the bar of expectations' for their challenged children. Winter fought for a normal life for her son, Eric, before losing him to cerebral palsy. "The demands of special needs challenged me to the limits of human endurance and helped me realize my most heartfelt life dreams,

too," she writes. From getting over the myth of the perfect baby, to dealing with staring, to maneuvering the school system, her wisdom is both practical and inspiring. A particularly useful guide to those just starting out on the journey of dealing with special needs... covers grief, hope, services & supports, understanding the law and inclusion, planning for the future.

**Brothers and Sisters - A Special Part of Exceptional Families**, Powell & Ogle, 1985. There is something unique, something special, about growing up in a family in which a brother or sister has a disability. This important text examines these unique relationships and discusses research on and strategies for working with siblings of people with disabilities.

**Brothers, Sisters, and Special Needs**, D. Lobato, 1990. Information and activities for helping young siblings of children with chronic illnesses and developmental disabilities.

**Building a Joyful Life with your Child who has Special Needs**, Whiteman and Roan-Yager, 2007. This book considers the challenges of caring for children with physical, developmental and mental health disorders and proposes methods such as learning to see events through your child's own eyes, celebrating their strengths and achievements and recognizing how others can help your child. Chapters deal with key topics such as coping with a diagnosis, discussing support needs with a child's teachers and explaining a child's differences to their peers, and the authors stress the importance of parents building support systems for themselves and their children.

**Chicken Soup for the Soul: Children with Special Needs**, by Jack Canfield, et al., Health Communications, Inc., 2007. Raising a child with special needs is a lifelong commitment that is as unique as each person who embarks on it. Written by a variety of authors who share in this distinctive relationship, *Chicken Soup for the Soul: Children with Special Needs* offers a glimpse into the lives of others who are on a similar path. These stories provide insight, comfort, and connection with others who have walked this powerful and transformational journey.

**Children With Autism: A Parents' Guide**, Edited by Michael D. Powers, Psy.D., Woodbine House, 2000. Second Edition. For both the new parent coping with a child's recent diagnosis and one who's an experienced advocate, *Children with Autism* is a must-have reference. It covers a multitude of special concerns, including daily and family life, early intervention, educational programs, legal rights, advocacy, and a look at the years ahead with a chapter on adults with autism.

**Children with Cerebral Palsy: A Parent's Guide**, Second Edition, Editor E. Geralis, Woodbine House, 1998. This book, featuring contributions from professional caregivers, therapists, and parents, provides a thorough description of cerebral palsy, its diagnosis and treatment, and its effects on development. Practical hints on the daily care of a child are offered, as well as help in seeking out and understanding the role of occupational, physical, and speech therapy. A guide to early intervention, special education, and an outline of legal rights are included.

**Children with Spina Bifida: A Parents' Guide**, Edited by Marlene Lutkenhoff, R.N., M.S.N., Woodbine House, 1999. The book deals with issues parents will face, from prenatal diagnosis to adulthood, legal issues, education, health concerns, treatments, therapies, and causes.

**Children with Traumatic Brain Injury: A Parents' Guide**, Edited by Lisa Schoenbrodt, Ed.D, CCC-SLP, Woodbine House, 2001. This is a comprehensive resource for families and professionals working with children and adolescents who have sustained a traumatic brain injury (TBI). Chapters cover a broad range of issues relating to medical treatment; coping and adjustment; the effects on cognition, speech, and language; the resulting behaviors and their modification; educational needs; and legal concerns.

**Children with Facial Difference: A Parent's Guide**, H. Charkins, Woodbine House, 1996. This book is a must for parents and caregivers of children with facial differences. The contents are very well organized. Topics covered include: various craniofacial conditions (Cleft lip and/or palate and syndromes such as Apert, Crouzon, Treacher Collins, Hemifacial Microsomia and others), adjustment and coping issues, medical concerns and treatments, speech, language, and hearing needs, education concerns, legal rights, health insurance and child advocacy.

**Children With Fragile X Syndrome: A Parents' Guide**, Edited by Jayne Dixon Weber, Woodbine House, 2000. Fragile X Syndrome is one of the most common genetic causes of mental retardation. Recent evidence suggests that it may be even more prevalent than Down Syndrome. This book covers topics such as diagnosis, medical concerns, family life, education, legal issues, daily care, and advocacy.

**Children with Visual Impairments: a Parent's Guide**, edited by M. C. Holbrook, Woodbine House, 1996. (2 copies) Each chapter's discussion is followed by helpful, concrete guidance for parents to aid them in fostering their child's independence, self-esteem, mobility, and literacy. Specific data on the assessment and causes of visual impairments, appropriate educational intervention and settings, and disability law arm parents with critical knowledge to deal with outside professionals, siblings, daily routines, and so forth.

**Choices in Deafness: A Parent's Guide to Communication Options**, 2<sup>nd</sup> Edition, by S. Schwartz, Ph.D., Woodbine House, Inc., 1996. This work provides comprehensive information on various methodologies with and also covers in depth the medical causes of hearing loss, the diagnostic process, meeting with the audiologist, and the pros and cons of the newest technology, the cochlear implant.

**The Common Sense Guide to Your Child's Special Needs: When to Worry, When to Wait, What to Do** – by Louis Pellegrino M.D., Brookes Publishing, 2012. If you have a child who is struggling, who is not meeting hers/his developmental milestones, Dr. Pellegrino clearly explains to parents what are the next steps to take. – Section 1 entitled Understanding Your Child goes into details about common areas of concern – Section 2 entitled Special Children, Special Needs focuses on Hearing, Vision, and Sensory Problems. Also Dr. Pellegrino has a chapter on Special Medical Problems where he gives information on basic health care of children with special needs.

**Crossing Bridges: A Parent's Perspective on Coping After a Child Is Diagnosed With Autism/Pdd**, Viki Satkiewicz-Gayhardt, et al., Potential Unlimited Publishing, 1998. A compassionate and honest guidebook written by three mothers for parents whose child is newly diagnosed with autism/PDD. The many uses for this guidebook include: Educating, validating, and empowering parents of children diagnosed with autism/PDD; Fostering an appreciation of the many challenges faced by children with autism and their families; A multi-faceted "quick-read" for professionals; General autism/PDD awareness

**Dads of Disability: Stories for, by, and about fathers of children who experience disability**, - by Mr. Gary M Dietz, 2014. This book helps to show that Dads can be, and are a part of raising a child with a disability. Dads of Disability is a collection of stories and poems mostly written by fathers, but also by mothers who witness their husbands and ex-husbands care for a child they weren't necessarily prepared to raise. The essays within provide insight into a father's reaction to learning his child has a disability, how he adapts and copes, the learning curve involved, the bond and love that forms along with further describing in some cases the death of a child and how one grieves. There are 41 essays in this book and they are classified by emotional and tangible stages a father/ parent experiences.

**Deciphering the System: A Guide for Families of Young Children with Disabilities**, P. Beckman & G. Boyes, 1993. Topics include: the educational assessment process, how parents can work with multiple service providers, ways to manage the large amount of information that accumulates, and what parents can expect when service providers seek information about their family. There are also tips about handling IEP and IFSP meetings, due process hearings, and the transitions which are part of everyone's life. There is a chapter about obtaining support from other parents.

**Demystifying Autism Spectrum Disorders: A Guide to Diagnosis for Parents and Professionals**, Carolyn Thorwarth Bruey, Psy.D., Woodbine House, 2004. A tool for parents, educators, and caregivers who may not fully understand the child's diagnosis. Intervention before age five has been shown to lead to the most successful prognosis for children with ASD, and this guide helps parents to evaluate their own and others' concerns about their young child's behavior. The book provides details about the professionals involved in the diagnosis, and the testing tools. Families learn how to participate in the process and play a critical role.

**Different DADS: Fathers Stories of Parenting Disabled Children**, Edited by Jill Harrison, Matthew Henderson and Rob Leonard, Jessica Kingsley Publishers – London and Philadelphia, 2007. Different Dads is a collection of inspiring personal testimonies written by 21 fathers (in the UK) of disabled children who reflect on their own experiences and offer advice to other fathers and families on the challenges of raising a child with a disability. Their contributions reflect a wide range of cultures and parenting perspectives; some are single fathers, married, and adoptive fathers. What they all have in common are the challenges that face them and their families in raising a child with a disability. Issues explored include the reactions of family, friends and colleagues, how to deal with the organizations and professionals that support families with a disabled child and the difficulty of being open about feelings in a culture that doesn't always expect men to have a sensitive or nurturing role.

**Dr. Thompson's STRAIGHT TALK on AUTISM**, Travis Thompson, Ph.D., Paul Brookes Publishing Co., 2008. Dr. Thompson synthesizes what we know, what we don't, and how to deal effectively with the essential challenges in the home and school that are presented by children growing up with autism.

**The Elephant in the Playroom**, by Denise Brodey, Hudson Street Press, 2007. In *The Elephant in the Playroom*, moms and dads from across the country write intimately and honestly about the joyful highs and disordered lows of raising children who are "not quite normal." Laying bare the emotional, medical, and social challenges they face, their stories address issues ranging from if and when to medicate a child, to how to get a child who is overly sensitive to the texture of food to eat lunch. Eloquent and honest, the voices in this collection will provide solace and support for the millions of parents whose kids struggle with ADD, ADHD, sensory disorders, childhood depression, Asperger's syndrome, and autism—as well as the many kids who fall between diagnoses.

**Fathers of Children With Special Needs**, New Horizons, J. May, 1991. An in-depth examination and discussion of fathers' roles within the health care system and concrete strategies for increasing and supporting their involvement. It covers research about fathers, issues of loss, families, including thoughts by men from around the country; new paradigms for professionals in family-centered care; strategies for building "father friendly" service delivery; means for developing effective, positive programs for fathers and their families; plus resources, organizations for fathers, families and professionals. Included are lovely photographs and heartfelt comments from men about their personal journeys. A useful text for both family members and providers.

**Fetal Alcohol Syndrome: A Guide for Families and Communities**, Ann Streissguth, Paul H. Brookes Publishing Co., 1997. This book explains the medical and social issues surrounding fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE). This guidebook explains how to identify and work with children and adults who have the disorder and how to educate prospective mothers and society at large.

**Freedom from Meltdowns: Dr. Thompson's Solutions for Children with Autism**, by Travis Thompson, Brookes Publishing, 2009. This book offers parents, teachers, and therapists sound, practical advice on how to address emotional outbursts from children with autism spectrum disorders and related disorders. An invaluable resource for teachers, parents, and anyone who wants to help reduce challenging behavior in children and adults with autism and related disorders . . . This book is a valuable resource for anyone interested in learning more about supporting children with autism.

**Functional Behavior Assessment for People With Autism: Making Sense of Seemingly Senseless Behavior (Topics in Autism)**, by Beth Glasberg, Woodbine House, 2006 This guide describes functional behavior assessment (FBA), a highly regarded strategy that parents and professionals can use to identify the factors contributing to problem behavior. Later on, the assessment is used to develop an intervention plan to help the individual unlearn the behavior. The book's step-by-step explanations, forms, and case studies make it easy for parents and professionals to: Decide which challenging behavior to address, Select members of an FBA team, Measure behavior, Gather information from other observers, Establish a baseline, Observe a problem behavior, Test the hypothesis about the function of the behavior, Begin to plan for an intervention.

**From Early Intervention... to Preschool Programs... and School-Age Services: A Parent's Guide to Transitioning Young Children with Special Needs**, by Padmaja Sarathy, LRP Publications, 2006. This easy-to-read guide helps parents make informed decisions about their child's transition from early intervention to Pre-school programs, and actively participate in the process.

**Healthcare for Children on the Autism Spectrum: A Guide to Medical, Nutritional, and Behavioral Issues**, Fred R. Volkmar, M.D. & Lisa A. Wiesner, M.D., Woodbine House, 2004. Routine doctor visits can be especially trying for children with ASDs due to sensory sensitivities or communication difficulties. Issues such as sleep problems, unusual eating habits, and impulsive or aggressive behaviors can also threaten their health. Parents can find answers to help them understand symptoms and behaviors, evaluate medications or alternative therapies, communicate with healthcare professionals, and deal with many other healthcare concerns.

**Kids with Celiac Disease, A Family Guide to Raising Happy, Healthy, Gluten-Free Children**, Danna Korn, Woodbine House, 2001. In a supportive conversational style, Danna Korn shows that it's possible for kids with celiac disease and their families to lead happy and healthy lives. Parents find advice on how to deal with the diagnosis, cope with the emotional turmoil, and help their child develop a positive and constructive attitude.

**Laying Community Foundations for Your Child with a Disability: How to Establish Relationships That Will Support Your Child after You're Gone**, Linda J. Stengle, Woodbine House, Inc., 1996. This practical guide shows families how to establish a network of people who can provide lasting relationships for their children, and the importance of beginning the process as early as possible in the life of their child. If you're the parent of a child with a disability, this book is of critical importance to you. Laying Community Foundations emphasizes the need to begin now to build a caring community of people who will provide emotional support and guidance for your child after your death. Chapters discuss: how to assess your child's needs; how to foster long-term relationships for your child; where to look for relationships; how to ask people for a commitment; and independent living arrangements.

**Let Me Hear Your Voice: A Family's Triumph Over Autism**, Cathering Maurice, Fawcett Columbine, New York, 1993. In their desperate struggle to save their daughter, the Maurices plunged into a medical nightmare of false hopes, "miracle cures," and infuriating suggestions that Anne-Marie's autism was somehow their fault. Finally, Anne-Marie was saved by an intensive behavioral therapy. Let Me Hear Your Voice is a mother's illuminating account of how one family triumphed over autism.

**Living with a Brother or Sister with Special Needs: A Book for Sibs**, D. Meyer, 1985. This book focuses on the intensity of emotions that brothers and sisters experience when they have a sibling with special needs, and the hard

questions they ask: What caused my sibling's disability? Could my own child have a disability as well? What will happen to my brother or sister if my parents die? Written for young readers, the book discusses specific disabilities in easy to understand terms. It talks about the good and not-so-good parts of having a brother or sister who has special needs, and offers suggestions for how to make life easier for everyone in the family.

**Married with Special-Needs Children: A Couples' Guide to Keeping Connected** – by Laura E. Marshak, and Fran P. Prezant, Woodbine House, 2007. Raising Special Kids is a mutual support program that allows parents to share stories and explore what works and what doesn't in their unique relationships between their children and families. It is a guide that speaks to parents about how to work on marital issues while juggling the demands of raising a child with a developmental disability, serious medical condition, or mental illness. In writing this practical, empathetic guide, the authors draw on their combined professional experience in marital counseling and parent training, as well as on the experience and advice of hundreds of parents of children with special needs.

**More Than A Mom: Living A Full And Balanced Life When Your Child Has Special Needs**, Amy Baskin & Heather Fawcett, Woodbine House, 2006. Research, personal experiences, and feedback from over 500 mothers across North America results in a book that is jam-packed with practical strategies, advice, and reassurance for mothers trying to create more manageable and fulfilling lives.

**My Child Has Special Needs: A Guide for Fathers.** Rob Baer, Ed.D. Publications of the Massachusetts' Father's Network, 2001 [also in Spanish]. When a child has special needs fathers are especially needed. This booklet talks about feelings after birth and diagnosis, the many challenges faced, and the importance of involvement. **Mi hijo/a tiene necesidades especiales: una guía para los papas.** [My child has special needs: a guide for fathers] Rob Baer, Ed.D. Publications of the Massachusetts Father's Network, 2001 [Also in English]

**No Greatness without Goodness: How a Father's Love Changed a Company and Sparked a Movement**, by Randy Lewis, 2014. No Greatness without Goodness is the powerful story of a corporate executive and father who, after watching the world through the eyes of his own child with autism, Austin, realized that we all have a greater responsibility to make the world a better place for everyone, including those with disabilities. Randy Lewis bet his career that he could create an inclusive workplace at one of America's biggest corporations where people with disabilities could not just succeed, but thrive.

**On Becoming a Special Parent: A Mini Support Group in a Book**, - by Marcia R. Turner, 2010. This revised and updated version of On Becoming a Special Parent is a great resource for general information, practical organization information, and Federal benefits. It is an uplifting and practical handbook for parents of children with extra needs. Written in hints and easy-to-read suggestions, it guides parents through everyday struggles and frustrations of living with their special needs child. Included is advice for the non-parent, to help them recognize and be sensitive to what the families are experiencing.

**Parenting Children With Health Issues: Essential Tools, Tips, and Tactics for Raising Kids With Chronic Illness, Medical Conditions, and Special Healthcare Needs**, by Cline and Greene, Love & Logic Institute, 2007. Does your child have a health condition which requires special medical or dietary care? Whether your child has ADD, allergies, asthma, cystic fibrosis, diabetes, Down syndrome, developmental delays, an eating disorder, hemophilia or any other special need, you'll find essential parenting skills to respond to your child's emotional needs, help your child cope with health challenges, comply with medical requirements and live a hope-filled life. Get practical and compassionate answers to your toughest questions as you discover effective ways to communicate about medical issues with children of all ages.

**Perilous Passage: New Zealand Fathers Talk About Their Children with Disabilities**, The Donald Beasley Institute Inc., 1997 (see video section for video version). The stories presented are of very ordinary men, forced by circumstances to view their lives as fathers in new and extraordinary ways. Each wanted to share with others their experiences of new lives centered on fearless advocacy for their children.

**Possibilities: A Financial Resource Book For Parents Of Children With Disabilities**, Parent Advocacy Coalition for Educational Rights (PACER Center) and the National Endowment for Financial Education, 2001. A guide to money management and financial resources for parents of children with disabilities, including how to maintain financial eligibility for programs such as Medicaid and SSI.

**Reflections from a Different Journey: What Adults with Disabilities Wish All Parents Knew**, Stanley Klein and John Kemp, 2004. Each written essay is a rare glimpse inside the lives and minds of people with many different disabilities--cerebral palsy, Down syndrome, autism, learning disabilities, deafness, blindness, mental illness, developmental disabilities, spina bifida, muscular dystrophy, attention deficit hyperactivity disorder, congenital amputation, and chronic health conditions. Brimming with a wealth of life-affirming lessons, Reflections from a Different Journey offers many specific suggestions for parents and family members of people with disabilities, older disabled children, and education and health care professionals and can provide all parents with essential information

about the possibilities for their children.

**Show Me No Mercy: A Compelling Story of Remarkable Courage**, Robert Persky, Abingdon Press, 1984. The story of a father and son who overcome almost impossible obstacles to be reunited - Paralyzed in an accident that kills his wife and daughter, Andy Banks, a bus driver, struggles to overcome his handicap and to keep his teenage son with Downs Syndrome from being institutionalized.

**Siblings of Children with Autism: A Guide for Families, Topics in Autism**, Sandra L. Harris, Ph.D., Woodbine House, 2<sup>nd</sup> Edition, 2003. This book explores the basics of sibling relationships and the complexities that surface in families of children with autism. Chapters cover how to explain autism to siblings, how to get siblings to share their feelings and concerns, how to master the family balancing act, how to foster play between siblings and how autism continues to impact adult sibling relationships, careers, and caregiver roles.

**Sibshops: Workshops for Siblings of Children with Special Needs**, D. Meyer & P. Vandasy, 1994. The needs of siblings of children with special needs are often neglected because of the constant support and guidance parents must provide their children with special needs. This book is a guide for professionals designing and implementing interactive workshops to help siblings confront the special issues they face.

**Special CHILDREN, Challenged PARENTS: The Struggles and Rewards of Raising a Child with a Disability**, Robert A. Naseef, Ph.D., Paul H. Brookes Publishing Co., 2001. This book shares *the unique perspective of a father* of a son with autism, with additional reflection from his perspective as a clinical psychologist who specializes in working with families of children with disabilities. This book illustrates the impact that a child's disability has on the entire family. Readers learn about resources, such as support groups, for working through complex emotions and about techniques for communicating effectively with professionals. Dr. Naseef has spent over 3 decades literally living, learning, writing, and teaching about autism, Though the author's personal experience is with autism, this book is a valuable resource for families of children with a wide range of disabilities.

**The Special Needs Planning Guide: How to Prepare for Every Stage of Your Child's Life (includes CD-ROM)**, By John W. Nadworny & Cynthia R. Haddad, Brookes Publishing, 2007. Transforming the financial planning presentations they've given to families across the country into a thorough, easy-to-read resource, the well-known authors (who also have family members with special needs) give parents a chronological guide for each stage from birth to adulthood. Parents will get comprehensive advice and strategies on how to address: financial factors, legal factors, government factors, family and support factors, and emotional factors.

**Taking Charge of ADHD: The Complete Authoritative Guide for Parents**, Russell A Barkley, Ph.D., The Guilford Press, 2000. Although the book is targeted at the parents of ADHD children, it can serve as a useful resource for teachers and others involved in the care and education of children with ADHD....This book is unique in its up-to-date and clear presentation of the scientific underpinnings of the disorder with facts and ideas about management of ADHD, spends time on behavior modification techniques and has a practical focus, but still provides a detailed and interesting discussion of ADHD symptoms, behavior, etc.

**The Broken Cord**, (a story of Fetal Alcohol Syndrome or FAS) Michael Dorris, Harper Prentice Hall, 1989. When Michael Dorris, 26, single, working on his doctorate, and part Indian himself, applied to adopt an Indian child, his request was speedily granted. He knew that his new three-year-old son, Adam, was badly developmentally disabled; but he believed in the power of nurture and love. This is the heartrending story, full of compassion and rage, of how his son grew up mentally retarded, a victim of Fetal Alcohol Syndrome.

**That's My Child: Strategies for Parents of Children with Disabilities**, Lizanne Capper, Child & Family Press, 1996. This book explores the different sources of formal and informal support available to parents with children who have all types of disabilities. Includes information on organizations, legal rights, special education, recreational activities, day care, and many other topics.

**The Siege: The First Eight Years of an Autistic Child**, Clara Claiborne Park, Back Bay Books, 1982. At the age of two, in 1960, Jessy Park was remote, withdrawn, unable to walk or talk, yet oddly content within the invisible walls that surrounded her. Doctors were baffled. The study of autism was still in its infancy. Jessy's family stepped in. This book records the challenges and rewards of the first eight years of Jessy's life.

**Uncommon Fathers: Reflections on Raising a Child with a Disability**, Edited by Donald J. Meyer, Woodbine House, 1995. A compelling collection of essays by fathers about the life-altering experience of having a child with a disability. Nineteen fathers have taken an introspective and honest look at this deeply emotional subject, offering a seldom-heard perspective on raising children with special needs. This is the first book written for fathers by fathers. Uncommon Fathers should also be helpful to family, friends, and service providers who learn from what these fathers have to say.

**Understanding Down Syndrome: An Introduction for Parents**, Cliff Cunningham, Brookline Books, 1996. When they are told that their baby has Down Syndrome, most parents react with shock and need help coping with this unexpected situation. Veteran researcher Cunningham aims to provide such help in the form of detailed information about the physical, mental, and social characteristics of Down Syndrome.

**Understanding Your Special Needs Grandchild**, Clare B. Jones, Ph.D., Specialty Press, 2001. Grandparents of children with special needs, unlike parents and teachers, don't always have the facts they need to understand their grandchild. This special resource offers grandparents the information they need to realize the valuable role they play in the lives of their grandchild, giving advice on how they can offer support to better their grandchild's self-esteem and quality of life in school, at home, and with others.

**Unexpected Journey: When Special Needs Change Our Course** - by Joe Ferrini, and Cindi Ferrini, 2009. Sometimes there is no job on earth more demanding, more lonely, and more discouraging than the job of raising a special needs child. And until you've walked that journey yourself, you can never fully appreciate the sacrifice that parents are called on to make. A book by a husband and wife whose course in life changed with the birth of their first child.

**Visual Supports for People with Autism: A Guide for Parents and Professionals**, Marlene Cohen and Donna Sloan, Woodbine House, 2007. Visual supports is a formal term for referring to those tricks and methods that help us in our daily routines, e.g., to-do lists, maps, calendars, and highlighting text. For those with autism spectrum disorders, visual supports can aid in compensating for weaknesses with processing auditory input, particularly speech. Visual Supports for People with Autism shows parents and educators how incorporating these aids while teaching can improve academic performance, behavior, interaction with others, and self-help skills.

**Views from our Shoes: Growing up with a Brother or Sister with Special Needs**, Donald Meyer editor, Woodbine House, 1997. 45 brief essays by children and young adults who have a sibling with special needs, ranging from mental retardation through a number of rare syndromes. The writings are arranged in chronological order, from that of a 4 year old to an 18 year old. As such, they vary in quality as well as in insights into family relationships. The writings seem to be quite honest as some children come right out and say that they feel they are treated unfairly and that their siblings can get away with things that they cannot. In most cases, however, the children speak out against those who make fun of or misunderstand the youngsters who are different.

**What About Me? Growing Up with a Developmentally Disabled Sibling**, Bryna Siegel and Stuart Silverstein, Insight Books, Plenum Press, New York, 1994. A compassionate and accessible guide on living with and caring for a developmentally disabled sibling.

**When Snow Turns to Rain: One Family's Struggle to Solve the Riddle of Autism**, C. Schulze, 1993. The book chronicles Jordan's development, regression and diagnosis, and his parents' desperate search for a cure as they struggle to come to terms with their son's condition.

**When Your Child is Diagnosed With an Autism Spectrum Disorder: A Resource for Families Whose Son or Daughter is Newly Diagnosed**, Indiana Resource Center for Autism, The University Affiliated Program of Indiana, 2001

**Without Reason: A Family Copes With Two Generations of Autism**, Charles Hart, Harper & Row, 1989. This man's personal and heroic struggles with two family members (his son and his brother) with autism, and is written in a straightforward manner by a man who raised an autistic child, and describes well all of the situations they went through. It gives us a better understanding of autism.

**You Will Dream New Dreams: Inspiring Personal Stories by Parents of Children with Disabilities**, Stanley Klein and Kim Schive, Kensington Books, 2001. Compiled by clinical psychologist Stanley D. Klein, a cofounder of Exceptional Parent, and Kim Schive, a former editor of Exceptional Parent magazine, You Will Dream New Dreams is a remarkable parent's support group in print. The shared narratives come from those with newly diagnosed children, adult disabled children, and everything in between. These experiences offer hope and encouragement and serve as a reminder that there are others out there who can help, and should help educators and health-care professionals better understand these parents' perspectives.

## **PARENTS/PROFESSIONALS & FAMILY-CENTERED**

**Basics of Family Support, The: A Guide for State Planners (And Others)**, Goetz and Peck, Editors, Family Resource Coalition, 1994.

**Building Connections Between Families, Schools, and Communities: A workshop presented by Family TIES of Nevada for parents of young children with disabilities**, 2003.

**COACHING Families and Colleagues in EARLY CHILDHOOD**, Hanft, Rush, & Sheldon, Paul H. Brookes Publishing Co., 2004

**Circles of Care and Understanding: Support Programs for Fathers of Children with Special Needs**, James May, M.A., M.Ed., 1992. Essential, practical information regarding the development of support groups specifically for fathers of children with chronic illness or disability, including: Models of Organization, Strategies for Effective Marketing, Development of Forceful Leadership, Recruitment of Fathers, Resources for Families and Professionals.

**The Early Intervention Guidebook for Families and Professionals: Partnering for Success**, - by Bonnie Keilty, 2010. This practical guide is essential reading for both professionals and families of infants and toddlers with, or at risk for, developmental delays or disabilities. The Early Intervention Guidebook shows what early intervention looks like when it is based on current research, policies, and best practices. It focuses on how families and professionals can collaborate effectively so that young children learn, grow, and thrive. Specific components of early intervention evaluation and assessment, program planning, intervention implementation, service coordination, and transition are discussed in every chapter.

**Effective Communication Between Professionals and Parents**, Dynamic Communication Process Project, 1993.

**Essential Allies: Families as Advisors**, E.S. Jeppson & J. Thomas, Institute for Family-centered Care, 1997.

This publication was developed to help bridge the gap between providers' past training and experience and new expectations of collaboration and partnership with families.

- **Words of Advice: A Guidebook For Families Serving As Advisors** - This workbook is for the person who has never served in an advisory role. It offers guidance for thinking through the benefits and demands of advisory roles for consumers, presents some fundamental principles for being a successful advisor, and suggests practical tips for dealing with the common challenges that families encounter in these new roles.
- **Families As Advisors: A Training Guide For Collaboration** - This companion volume to *Essential Allies* and *Words of Advice* completes the series by presenting a set of integrated training activities to encourage discussion and promote creative thinking about new partnerships with families.

**Family Involvement in Policy Making: A Final Report on the Families in Action Project**, Koroloff, Hunter, and Gordon, Portland State University, Research and Training Center on Family Support and Children's Mental Health, 1995. A major part of developing a system of care community is to work toward being family driven in all areas. "*Family driven* means families have a primary decision-making role in the care of their own children as well as the policies and procedures governing care for all children in their community, state, tribe, territory and nation.

**Family/Professional Collaboration for Children with Special Health Needs and Their Families**, Kathleen Bishop with Josie Woll and Polly Arango, Dept. of Social Work, The University of Vermont, 1993.

**Family/Professional Collaboration: The Perspective of Those Who Have Tried**, Williams-Murphy, DeChillo, Koren, and Hunter, Portland State University, Research and Training Center on Family Support and Children's Mental Health, 1994.

**Family-Centered Behavior Scale and User's Manual**, Allen, Petr, and Brown, The Beach Center on Families and Disability, 1995. This validated, reliable scale can be used to determine whether an organization that works with children and families is truly family-centered

**Family-Centered Practices: A Training Guide**, Pletcher, ARCH, August 1995.

**Family Employment in State Title V Programs: Conference Proceedings and Survey Report**, Betsy Anderson, Barbara Popper, Nora Wells, Federation for Children with Special Needs, Boston, MA, 1995.

**Family Empowerment in a Family Support Program**, Jones, Garlow, Turnbull, and Barber, Paul H. Brookes Publishing Company, 1996.

**Families, Professionals, and Exceptionality: Collaborating for Empowerment**, Ann Turnbull, and Rud Turnbull, Beach Center on Families and Disability, University of Kansas, Merrill Prentice Hall, 4<sup>th</sup> Edition, 2001.

**Family-Centered Service Coordination: A Manual for Parents**, I. Zipper, C. Hinton, M. Weil & K. Rounds, 1993.

**Family-Friendly Communication for Early Childhood Programs**, Diffily and Morrison, editors, NAEYC, 1996.

**Family Support Guidelines for Effective Practice in the Early Intervention Services System for Families of Infants and Toddlers with Disabilities or At Risk**, California Early Start, 1994.

**Family Support Resource Collection**, Minnesota Technical Assistance for Family Support Project, 1996.

The **Family Voices Leadership Handbook: A Policy Guide for Families and Friends of Children and Youth With Special Health Care Needs**, A product of the National Policy Center for Children with Special Health Care Needs, 1999.

**Fathers and Early Childhood Programs**, by Jay Fagan and Glen Palm, New Horizons, J. May, 2003. The authors review the available research regarding father involvement in programs for young children and they present the results of 33 in-depth interviews they have collected on this subject. They present the theoretical perspectives they see as relevant to building better partnership between programs and fathers. The authors offer practical suggestions for working with fathers and the community to facilitate increased father and family involvement. Additionally, tools to enhance or start a father involvement program and fun educational activities for fathers make this an extremely enlightening and effective book.

**Getting Men Involved: Strategies for Early Childhood Programs**, Levine, Murphy, and Wilson, Scholastic Inc., 1993.

**Grandparents Caring for Young Children with Disabilities: A Labor of Love**, Ski-Hi Monograph Series, Number 11, Barbara B. Glover, Ski-Hi Institute, Utah State University, 2001. This monograph provides information, insight, and references for service providers who are serving grandparents raising a young child with a disability.

**Leadership Skills for Disability Consultants: A Self-Study Guide for People with Disabilities and their Family Members**, Cheryl Dinnell, Nevada Parent Network, University of Nevada, Reno, 1997. This self-study guide has been designed to help consumers or family members gain the knowledge and skills they need to serve competently and collaboratively as consultants to agencies or programs that serve persons with disabilities.

**Learning to Be Partners: An Introductory Training Program for Family Support Staff**, Lynn Pooley, Editor, Family Resource Coalition of America, 1997.

**Making A Difference: A Parent's Guide to Advocacy and Community Action**, Diane J. Charnov, and Carolyn Rutsch, Children's Resources International Inc., 2000. This book provides parents and others with skills necessary to organize effectively and speak out on issues that affect children at home, at school, and in the broader community. Each chapter includes key principles of advocacy and organization, strategies for turning plans into action, advocacy and organization examples taken from real life, and "how-to" advice for building lasting organizations for change.

**Making Room at the Table: Fostering Family Involvement in the Planning and Governance of Formal Support Systems**, Family Resource Coalition of America, 1997. This manual, co-created by the Family Resource Coalition of America and the Institute for Family-Centered Care, 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.

**New Vision: A Curriculum For Preparing Parents To Be Early Intervention Service Coordinators – Part 1 of 2 parts**, by Bernadette Irwin, Maryland Infants and Toddlers Program, 2000

**Part 2 of 2 parts:**

- Getting on Board: Training Activities to Promote the Practice of Family-Centered Care.
- Delivering Family-Centered Care, Home-Based Services **with Video**, 51 min.
- Family-Centered Communication Skills
- Building Parent/Professional Collaboration
- Overview of Family-Centered Service Coordination
- Individualized Family Service Plan **with Video**

**Parents and Professionals Partnering for Children With Disabilities: A Dance That Matters, Revised** - by Janice M. Fialka, Arlene K. Feldman, Karen C. Mikus, 2012. Cultivate effective partnerships between parents and professionals. Written from both the parent's and the professional's points of view, this book draws upon the metaphor of dance to highlight the essential partnership between teachers, administrators, support staff, and parents of children with disabilities. The book offers helpful steps for self-reflection, personnel preparation, and parent-professional training.

**Parent Leadership Development, Building Strong Voices for Children**, Patricia Wesley, Virginia Buysse, Parent Leadership Development Project, FPG Child Development Institute, The University of North Carolina at Chapel Hill, 2000. Parent leadership is fostered on a meaningful level when parents are given the opportunity for personal growth, to gain the knowledge and skills to function in leadership roles and represent a "parent voice" to help shape the direction of their families, programs and communities.. Parent leadership is successfully achieved when parents and practitioners build

effective partnerships based upon mutual respect and shared responsibility, expertise and leadership in the decisions being made that affect their own families, other families and their communities.

[Comes in three sections/pieces.]

- **Participant Notebook.**
- **Facilitator Guide.**
- **Overhead Transparency Thumbnails.**

The **Parent Leadership Program Training Manual: a curriculum for building leadership**, Early On Michigan and the Institute for Family-Centered Care, 1996. The manual is full of wonderful ways to mentor, guide, encourage, and support parent leadership. It is an essential resource to prepare families for leadership roles within their communities, and at the state and national level.

**Parent Liaison Training Manual**, Jane Heustis, et al., The Indiana Parent Information Network, Inc., 1992. The manual was designed to enhance strengths of Parent Liaisons and provide information to better support them by: enhancing their communication and problem solving strategies, increase awareness of resources within the community, and clarify the roles and responsibilities of the Parent Liaison.

**Parents As Policy- Makers: A Handbook for Effective Participation**, Hunter, Portland State University, Research and Training Center on Family Support and Children's Mental Health, 1994. This manual is to provide parents and other family members of children with emotional disorders some practical ideas and tools with which they can become effective partners with professionals in the policy-making process.

**The Parent to Parent Handbook: Connecting Families of Children With Special Needs**, by Betsy Santelli, Florence Stewart Poyadue, Jane Leora Young, and Rud Turnbull, Brookes Publishing Company, 2001. In this comprehensive book, the authors share with you the ins and outs of developing and maintaining a strong, local Parent to Parent program that individually matches "veteran" supporting parents with those who are new to the challenges of caring for a child with a disability. You'll get the basics of setting up your own program, including guidelines for finding, preparing, and matching supporting parents with newly referred parents, ideas for organizing and incorporating your program, and evaluating its effectiveness, tips on accessing funding and promoting your program throughout the community, and useful forms and extensive lists of contacts and resources to get you started.

**Parent-to-Parent Support: A Manual for Program Development and Training**, North Carolina Parent-to-Parent Program Coordinators, North Carolina Department of Human Resources, 1996. Coordinators of parent-to-parent programs match referred parents of children with special needs with trained support parents who have children with similar needs. Coordinators and support parents provide parents with assistance in obtaining information and resources and in navigating the service delivery system. Parents who have utilized support parents often tell professionals that talking with a parent who has "been there" has made a difference in their family's life and well being.

**Partnerships for Change: Building Skills for Family Support**, (A training workshop in four modules for parents and staff members in family support centers – facilitator's guide), Family Communications, Inc. and University of Pittsburgh Office of Child Development, 1998. (2 videos included, 28 min and 26 min).

**Partners in Policymaking: Coordinator's Handbook**, Kathie Snow, et al., Texas Council for Developmental Disabilities, 1995.

**Professional Collaboration with Parents of Children with Disabilities**, by Louise Porter & Susan McKenzie, Whurr Publishers, 2000. This text describes how professionals can form collaborative relationships with the parents of the children in their care, to optimize the children's development and to enable both family members and professionals to work in the children's interests. It describes experiences of families who have a child with a disability and takes a new look at old assumptions that disability necessarily has a negative effect on families or that families themselves are in need of therapy simply by virtue of having a child with additional needs. This text offers practical insights and guidelines for action by teachers, occupational therapists, physiotherapists, speech pathologists and psychologists. It is a practical text that enables practitioners to offer a high-quality service to children while supporting the family in its role of nurturing their child with special needs.

**Raising Special Kids (Facilitator's Manual): a Group Program for Parents of Children with Special Needs**, - by Dr. Jared D. Massanari and Alice E. Massanari, 2008. Raising Special Kids is not your typical parenting class or parenting support group. It is an educational program, based on helping parents understand the dynamics of raising a child with emotional, behavioral, social, or developmental challenges. In the Facilitator's Manual, the authors provide an excellent overview of the group process, program methods, facilitators roles, organization of parent and concurrent child groups, use of art and supplemental activities, and interactive family activities.

**Raising Special Kids (Parent Guidebook): a Group Program for Parents of Children with Special Needs**, – by Dr. Jared D. Massanari and Alice E. Massanari, 2008. The Parent Guidebook provides a brief overview of the purpose of

the group, written homework, family activities, and supplemental resources for each group session. This eight-session group program offers insights and guidance for any parent facing the unfamiliar challenges of raising a child with special needs -- physical, developmental, behavioral, or emotional. There is a great deal of emphasis placed on parents engaging in self-reflection and family activities between group sessions and utilizing group time to discuss what was discovered in that process.

**Service Coordination for Early Intervention: Parents and Professionals**, I. Zipper, C. Hinton, M. Weil & K. Rounds, 1993.

**Strengthening the Family-Professional Partnership in Services for Young Children**, Roberts, Rule, and Innocenti, Paul H. Brookes Publishing Co., 1998.

**Transdisciplinary Teaming in Early Intervention/Early Childhood Special Education: navigating together with families and children**, by Jennifer Kilgo, Association for Childhood Education International, 2006.

**Working with Families of Children with Special Needs: Family and Professional Partnerships and Roles**, - by Nancy M. Sileo, and Mary Anne T Prater, Pearson Publications, 2011. With a strong focus on the families of special needs children, this text provides students with both the information to understand the challenges and needs of these families as well as the skills and strategies required of educators working with such families. Containing a thorough discussion of the common legal and ethical concerns surrounding children with special needs and their families, this book also emphasizes the many individual differences among families, and focuses on diversity in families with special needs children, cultural considerations, age, and communication with special needs families.

## ***ADMINISTRATION***

**Autism Case Law: A Desktop Reference to Key Decisions**, Amy E. Slater, Esq., and John W. Norlin, Esq., LRP Publications, 2007.

**Basics of Family Support, The: A Guide for State Planners (And Others)**, Kathy Goetz & Shelley Peck, Editors, Family Resource Coalition, 1994.

**Developmental Systems Approach to Early Intervention, The**, Michael J. Guralnick Ph.D., Paul H Brookes Publishing Co., 2005

**Early Childhood Workshops that Work!: The Essential Guide to Successful Training and Workshops**, Nancy P. Alexander, Gryphon House, 2000. A comprehensive guide that illustrates how to design, organize, conduct, and evaluate effective early childhood workshop and training seminars. It also includes sections on troubleshooting problem situations and designing learning materials. The author offers tips, guidance, and inside information from her years of experience as a successful workshop leader.

**The Mediator's Handbook**, by Jennifer E. Beer, and Eileen Stief. New Society Publishers, 1997. The Mediator's Handbook is a "how-to" guide walking the reader through the steps to an effective mediation. The Mediator's Handbook can assist in conflict resolution for anyone working in corporations, government agencies, community organizations, schools, or neighbor-hoods where there is a need to build bridges and compromises between diverse perspectives and conflicting interests.

**No Child Left Behind: A Desktop Reference**, U.S. Department of Education, 2002.

**Nonprofit Boards, What to Do and How to Do It**, John E. Tropman and Elmer J. Tropman, CWLA Press, 1999.

**Ten Tips for Getting and Keeping Business Involved, An Illustrated Guide for Early Childhood Leaders**, Nina Sazer O'Donnell, and Carter McJunkin, Families and Work Institute, 2001.

**Workshop Essentials, Planning and Presenting Dynamic Workshops**, Paula Jorde Bloom, New Horizons, Educational Consultants and Learning Resources, 2000.

## **RESOURCE GUIDES/DIRECTORIES**

**A Guide for Montana's FAMILY SUPPORT SPECIALISTS: The Certification Handbook**, Developmental Disabilities Program/Department of Health and Human Services, State of Montana, 1998.

**Alphabet Kids from ADD to Zellweger Syndrome**, by Robbie Woliver, Jessica Kingsley Publishers, 2009. A guide to Developmental, Neurobiological and Psychological Disorders for Parents and Professionals by R Woliver (This book covers over 70 disorders broken out into Did you know? How it is manifested, Signs and Symptoms, Causek Diagnosis, Treatment, Prognosis and Sources and Resources).

**California's Interagency Coordinating Council (ICC) Orientation Packet: Member Orientation & Information on Early Intervention**, State of California-Health and Welfare Agency, 1998.

**Georgia's Interagency Coordinating Council (ICC) New Member Orientation Manual**, Georgia Early Intervention Programs, Department of Human Resources, 1995.

**Local Planning & Coordinating Councils: Their Structure, Responsibilities, & Challenges**, Indiana's First Steps Early Intervention System, 1996.

**Nevada P.E.P. Instructor's Guide**, Compiled by Nevada's Parent Training and Information Center, 1995.

**PARENT NOTEBOOK for BabyNet of South Carolina**, Family Connection of South Carolina, Inc., 1996.

## **ADVOCACY**

**8 Steps for Highly Effective Negotiation: Letting the Other Person Have Your Way**, National Press Publications, 1995. Be more confident and have greater negotiating success in all aspects of your life by learning how to:

- Cover the bases with the eight essential steps of win-win negotiation.
- Understand what makes people "tick" and how to get what you need.
- Overcome the fear of confrontation.
- Develop winning strategies that allow you to negotiate with dignity and honor.
- Polish many more communication skills that will allow you to successfully achieve your goals.

**Assuring the Family's Role on the Early Intervention Team: Explaining Rights & Safeguards**, J. Hurth & P. Goff, 1996. (2 copies)

**CEC Special Education Advocacy Handbook**, Bootel, Department of Public Policy, The Council for Exceptional Children, 1995.

**Engaging Other Sectors in Efforts To Improve Public Policy in Early Childhood Development**, Annenberg Public Policy Center of the University of Pennsylvania, 2003.

**Go Ask Alice: A Guidebook for Parents Serving on State and Local Interagency Councils**, D. Gerst, et al. Early Integration Training Project Center for Special Needs Populations, Ohio State University, 1991. Guidebook for parents interested in shaping public policy regarding early intervention, by participating in state or local Interagency Coordinating Councils (ICCs).

**Handbook for Strengthening Grassroots Advocacy**, Jaclyn A. Bootel, Public Policy Unit for CEC, 1999. This handbook is designed: (1) to empower individuals working with people who have disabilities to be a force for meeting the policy challenges in the communities in which they live and work; and (2) to help them to channel their strength, commitment, and knowledge into effective advocacy efforts. It discusses the basic tools for advocacy, which include knowledge of the legislative or regulatory process, effective communication skills, and effective access to the media. It also offers advice on building coalitions, framing key issues, packaging important information, and using the media as a tool to advance a cause.

**How to Get Services by Being Assertive**, A Family Resource Center on Disabilities Publications, 1993. A manual that

demonstrates positive assertiveness techniques for staffings, IEP meetings, due process hearings, and other special education meetings.

**How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies**, A Family Resource Center on Disabilities Publications, 1993. A handbook that gives step-by-step directions on how to organize a parent group from scratch - and actively involve members to effect positive changes to improve services.

**Making the System Work: An Advocacy Workshop for Parents**, Research and Training Center on Family Support and Children's Mental Health, Portland State University, September 1987. The workshop includes introductory activities; administration of an assertiveness questionnaire; parent rap session; defining advocacy; role playing effective advocacy techniques; identifying problems, possible solutions, and sources of power to correct problems; identifying assertive/passive/aggressive statements; making effective demands; and analyzing one's advocacy potential.

**NO PITY: People with Disabilities Forging a New Civil Rights Movement**, by Joseph Shapiro, Times Books, 1993. With 35 million disabled Americans, the American with Disabilities Act and its implications are here to stay. Shapiro, a U.S. News & World Report journalist, explores in depth the thoughts, fears, and facts behind the disability rights movement. Those interested in gaining a basic understand of the disability rights movement, will find this title is well organized, thoroughly researched, and thought-provoking.

**Political Advocacy Handbook, Activating Grassroots Involvement**, The Council for Exceptional Children, 1997.

**Speaking Out: Early Childhood Advocacy**, S. Goffin & J. Lombardi, 1988.

**Training Module on Improving Communication with Policy Makers**, CEC, 1985.

**Working with Doctors: A parent's guide to navigating the health system**, PACER Center, Inc., 2003.

## ***ASSISTIVE TECHNOLOGY***

**Assistive Technology for Young Children: Creating Inclusive Learning Environments**, by Kathleen C. Sadao, Brookes Publishing, 2010. This book highlights the broad spectrum of AT supports for children with disabilities from low-cost, low-tech options such as Velcro and homemade switches to higher tech options such as speech-generating software. Educators, early interventionists, SLPs, and other professionals will learn how to select, implement, and purchase AT devices; determine funding options for AT; assess children's needs; use AT to aid implementation of universal design for learning; embed AT into activity-based intervention; and support communication, language development, and early literacy skills. **Includes a CD-ROM** with printable forms for evaluating children's AT needs, determining which types of tools and strategies to use, and creating individual AT toolkits that help children meet OSEP outcomes and developmental goals.

## ***MEDICAL***

**A-Z Reference Book of Syndromes and Inherited Disorders, The**, 2<sup>nd</sup> edition, Patricia Gilbert, Chapman & Hall, 1996.

**Assuring Better Child Health and Development Series**, Sara Rosenbaum, et.al, The George Washington University Medical Center, School of Public Health and Health Services, Center for Health Services Research and Policy, July 2001.

•**Health Policy and Early Child Development: An Overview.**

•**Room to Grow: Promoting Child Development Through Medicaid and CHIP.**

## ***FEEDING/EATING/NUTRITION***

**Childhood Feeding Disorders, Biobehavioral Assessment and Intervention**, Jurgen H. Kedesdy, and Karen S. Budd, Paul H. Brookes Publishing Co., Inc., 1998.

**Diagnosis and Treatment of Feeding Disorders in Infants, Toddlers, and Young Children**, by Irene Chatoor, MD., Zero to Three, 2009. The book outlines the different feeding disorders including sections on how they present, and how they are treated. The chapters are kept brief and informative, and to demonstrate each disorder there are case studies of real life children the author has worked with. There's many descriptions of severe infant feeding disorders, their origins – with practical common sense solutions. A feature of the book was the review pages in the back, where key points of each disorder are outlined for easy reference.

The **Down Syndrome Nutrition Handbook**, Joan E. Guthrie Medlen, R.D., L.D., Woodbine House, 2002. Many parents of children with Down syndrome would like to help their child improve nutrition and manage weight, but don't know where to begin. This book looks at all aspects of nutrition and healthy living for children with Down syndrome, from birth through young adulthood. The author encourages parents to start teaching healthy habits early but stresses that it's never too late to start, no matter what age.

**Just Take A Bite: Easy, Effective Answers to Food Aversions and Eating Challenges!**, Lori Ernsperger, Ph.D. and Tania Stegen-Hanson, OTR/L, Future Horizons Inc., 2004

**Kids with Celiac Disease, A Family Guide to Raising Happy, Healthy, Gluten-Free Children**, Danna Korn, Woodbine House, 2001.

The **Manual of Paediatric Feeding Practice**, by Arlene McCurtin, Speechmark Publishing Ltd., 1997

## **COMMUNICATION/SPEECH/LANGUAGE/VISION/HEARING**

**Cortical Visual Impairment: An Approach to Assessment and Intervention**, by Christine Roman-Lantzy, AFB Press, 2007. The current leading cause of visual impairment among children is not a disease or condition of the eyes, but cortical visual impairment (CVI)-also known as cerebral visual impairment-in which visual dysfunction is caused by damage or injury to the brain. This is an excellent resource that clearly explains the levels of CVI and what to work on in each level. It has a set of unique assessment tools and systematic, targeted principles whose use has helped children learn to use their vision more effectively. This one-of-a-kind resource provides readers with both a conceptual framework with which to understand working with CVI and concrete strategies to apply directly in their work.

**Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals**, Libby Kumin, Oh.D., CCC-SLP, Woodbine House, 2<sup>nd</sup> Edition, 2003. Dr Kumin draws on her vast experience to show parents how they can support and encourage their child's speech and language development from birth to age 6 (or when a child can form 2- to 3-word sentences). Parents and teachers learn how to work through characteristic challenges, including hearing loss, intelligibility issues, apraxia (difficulty planning oral-motor movements), or a slower pace of development. Families soon see that many children with Down syndrome are natural and willing communicators.

**Early Focus: Working with Young Children Who Are Blind or Visually Impaired and Their Families, 2<sup>nd</sup> Edition**, Rona Pogrand & Diane Fazzi, Eds., AFB Press, 2002. Provides clear descriptions of early intervention techniques with blind and visually impaired children and stresses the benefits of family involvement and transdisciplinary teamwork. Practical applications and strategies relating to cognitive and language development, orientation and mobility, social skills, early intervention, and program development are presented to integrate current practices in one convenient source. Valuable information on working with families of various ethnic/minority groups is detailed, as are useful descriptions of how teams can work most effectively.

**Early Visual Skills**, by Diana Williams, Speechmark Publishing Ltd., 1998

**Early Years – Focus on Foundation: Including Children with Impaired Vision in Early Years Settings**, Royal National Institute of the Blind, 2001

**Early Years – Your First Steps: a guide for parents of children with sight problems** Royal National Institute of the Blind, 2002

**Early Years – Setting Out: Practical Ideas for Parents of Children with Sight Problems**, Royal National Institute

of the Blind, 2002

**Early Years – Which Way: a guide for parents of children with multiple disabilities**, Royal National Institute of the Blind, 2002

**Finding a New Path: Guidance for Parents of Young Children Who Are Visually Impaired or Blind**, Deborah Gold, Ph. D., The Canadian National Institute for the Blind, 2002.

**It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays, 3<sup>rd</sup> Edition**, Jan Pepper and Elaine Weitzman, A Hanen Centre Publication, 2004. (has a companion **DVD – It Takes Two to Talk** under the video section) This is the text book for the Hanen Project. Hanen is a course that parents of speech delay children can go through to learn to speak with their children. This book gives you specific ways to start your child on the path to speech when encountering delays. It doesn't tell you what synapses of the brain aren't functioning...it tells you how to engage your child to want to speak with easy daily routines. The book is written with a VERY encouraging tone, with lots of emphasis on helping your child reach their full potential and also pointing out the importance of being realistic with your expectations, and understanding the different stages that kids have to go through to acquire better language skills.

**Learning Language and Loving It: A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings**, by Janice Greenberg & Elaine Weitzman, 2002. Has a companion DVD - **Learning Language and Loving It** in the book section.

**Learn To Talk Around The Clock: For use with families of children who are deaf or hard of hearing, birth to three**, by Karen Rossi, M.A., Alexander Graham Bell Association for the Deaf and Hard of Hearing, Inc., 2003.

**Lip Prints Home Program for Oral-Motor Skills**, by Joanne Hanson, PRO-ED, Inc., 2004

**The New Language of Toys: Teaching Communication Skills to Special Needs Children – A Guide for Parents and Teachers, 3<sup>rd</sup> Edition**, Woodbine House, Sue Schwartz, PhD., 2004. Many young children with special needs experience language delays and need additional help to build language skills. What better way to encourage communication development than through play. This book provides important background information about language, its sequential development, the causes of language delays and how play with their child, using store-bought and homemade toys can enhance language development.

The **Picture Exchange Communication System Training Manual & Data Forms CD (PECS)**, Lori Frost, M.S., CCC/SLP and Andy Bondy, Ph.D., Pyramid Educational Products, Inc. 2002. The Picture Exchange Communication System( PECS) is a unique augmentative/alternative communication training package developed for use with young children with autism and other social- communication deficits. It is a system that does not require complex materials or highly technical training. Using picture symbols, individuals learn to construct sentences and more complex communications and thus are more effective communicators. Individuals are taught to initiate communication in a social context. The emphasis on the social approach sets this picture-based system apart from more traditional systems.

**Promoting Social Communication, Children with Developmental Disabilities from Birth to Adolescence, Communication and Language Intervention Series, Volume 10**, Howard Goldstein, et.al., Paul H. Brooks Publishing Co., 2002.

**Reach Out and Teach PARENT HANDBOOK: Meeting the Training Needs of Parents of Visually and Multiply Handicapped Young Children**, by Kay Alicyn Ferrell, AFB Press, 5<sup>th</sup> printing, 2005.

**Reach Out and Teach REACHBOOK: Meeting the Training Needs of Parents of Visually and Multiply Handicapped Young Children**, by Kay Alicyn Ferrell, AFB Press, 5<sup>th</sup> printing, 2005.

**Simple Signing with Young Children: A Guide for Infant, Toddler, and Preschool Teachers (Early Childhood Education)**, by Carol Garboden Murray, Griphon House, 2007. Written for teachers of children from birth to age six, Simple Signing is the perfect introduction to American Sign Language. Organized by age, there are chapters for infants, toddlers, and preschool children, with age-appropriate signs. ***There is a chapter on signing for children with special needs that incorporates multi-sensory learning activities. The chapter on using signs for classroom management includes signing to help children with impulse control, their emotions, and transitions.*** With Simple Signing, teachers can incorporate sign language into daily activities, making this the perfect book to introduce all young children to signing.

**Speech & Language Development & Intervention in Down Syndrome & Fragile X Syndrome**, Roberts, Chapman, & Warren, Brookes Publishing, 2008. This cutting-edge text clarifies the distinct speech and language issues associated with each disorder and helps readers conduct individualized assessment and intervention. A necessary resource for SLPs, pediatricians, AAC specialists, and early interventionists, this definitive volume is key to supporting the

communicative competence of people with Down syndrome and Fragile X syndrome at every stage of life.

**Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills**, Deborah Chen and June Downing, AFB (American Foundation For The Blind) PRESS, 2006. **Also DVD- Tactile Learning Strategies: Interacting with Children Who Have Visual Impairments and Multiple Disabilities**-see videos

**TalkAbility: People Skills for Verbal Children on the Autism Spectrum: A Guide for Parents**, by Fern Sussman, The Hanen Program, 2006. A wonderful guidebook for parents to strengthen and enhance verbal ability in children who are on the autism spectrum. Gives parents of children aged 3 to 7 on the mild end of the Autism Spectrum Disorder scale practical tools to help their children communicate. Includes multiple checklists to help parents figure out exactly what skills they need to target and information on how to target them. It provides numerous ideas on how to increase participation and improve communicative interactions.

**Talk to Me Baby!: How You Can Support Young Children's Language Development**, Betty S. Bardige, Brookes Publishing, 2009. Here's a practical, easy-to-read guidebook that shows professionals and parents how to talk to and play with young children in ways that directly support their emerging language skills. This book includes vivid examples of successful adult-child interactions, accessible summaries of what the latest studies say about language development, and a helpful study guide perfect for individual study or group trainings. A must to share with parents of infants and young children and will support interactions that capture children's imagination, strengthen communicative confidence, and build a framework for lasting success in school.

**Little Bear Sees: How Children with Cortical Visual Impairment Can Learn to See** - Little Bear Sees Publishing, by Aubri Tallent, Andrei Tallent, Fredy Bush, June 1, 2012, LITTLE BEAR SEES is the first book about CVI written by parents for parents. As you read, you will meet other families facing the many challenges that come with a diagnosis of CVI. You will learn: • Exactly what CVI is • What common characteristics to look for to determine if your child has CVI • How the eyes and brain work together to facilitate vision • Strategies and ideas for helping your child learn to see from the leading experts in cortical visual impairment.

**Treatment of Language Disorders in Children-Including DVD**, McCauley & Fey, Brookes Publishing, 2006. Expert contributors take a balanced, in-depth look at 15 widely used interventions, examining how they should be applied, what evidence demonstrates that they really work, and what SLPs should do to support and refine the approaches. Each chapter critically examines one treatment approach and brings it to life with one or more realistic case studies and a DVD clip that shows the strategy in action.

**The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education**, by Barbara Bodner-Johnson and Marilyn Sass-Lehrer, Brookes Publishing, 2003. A comprehensive guide for early intervention for young deaf or hard of hearing children. It emphasizes the family, community, and cultural contexts of young, deaf children. Examines key concepts and explores available services for screening, assessment, educational programming, and program evaluation.

## ***FINE/GROSS MOTOR SKILLS***

**Developing Fine and Gross Motor Skills: Birth to Three**, by Donna Stasiunas Hurley, PRO-RD, Inc., 2000

**Gross and Fine Motor Activity Cards**, Developmental Learning Materials.

**Gross Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals**, Patricia Winders, Woodbine House, 1997.

**Handprints: Home Programs for Hand Skills**, by Valerie Pieraccini and Darla K. Vance, Pro-Ed Inc., 2001. This unique program is full of educational parent articles and easy-to-do activities. Designed especially for children from birth to five, Handprints offers more than just activities. Reproducible parent articles help parents and caregivers understand the "how" and "why" of hand development. Empower caregivers to take an active role in helping their children develop hand skills. Handprints offers not only activities but also caregiver articles that explain the "how" and "why" of hand development.

**Sensory Motor Activities For Early Development**, by Chia Swee Hong, Helen Gabriel & Cathy St John, Speechmark Publishing Ltd., 2005.

## **MULTI-CULTURAL ISSUES**

**Culturally and Linguistically Appropriate Services (CLAS)**, 2000-1. These technical reports are ideal for inservice and preservice early childhood personnel. They are useful in college classroom curricula, workshops or ongoing research in the field.

**Technical Report #1** - *Culturally & linguistically sensitive practices in motor skills interventions for young children*

**Technical Report #2** - *Conducting child assessments*

**Technical Report #3** - *Moving towards cross-cultural competence in lifelong personnel development: A review of the literature*

**Technical Report #4** - *Transition is more than a change in services: The need for a multicultural perspective*

**Technical Report #5** - *Second language acquisition in the preschool years: What we know and how we can effectively communicate with young second language learners*

**Technical Report #6** - *A Guide for professionals serving hearing children with deaf parents*

**Technical Report #7** - *Visual impairment in young children: A review of the literature with implications for working with families of diverse cultural and linguistic backgrounds*

**Technical Report #8** - *Finding children and families in need of services: Increasing public awareness and access*

**Technical Report #9** - *Sensitivity to cultural and linguistic diversity in early intervention family information gathering*

**Technical Report #10** - *An individualized perspective of family support services*

**Technical Report #11** - *Working together in EI: Cultural considerations in helping relationships and service utilization*

**Technical Report #12** - *Working with interpreters to plan early childhood services with bilingual and multilingual families*

**Technical Report #13** - *Cross-cultural perspectives on approaches to parent-infant interaction intervention*

**Technical Report #14** - *Cross-cultural considerations in early childhood special education*

**Culturally and Linguistically Sensitive Practices in Motor Skills Intervention for Young Children**, Yash Baghwanji, et. al., C.L.A.S., Early Childhood Research Institute, 2000.

**Developing Cross-Cultural Competence, A Guide for Working With Children and Their Families**, Eleanor W. Lynch, and Marci J. Hanson, Brookes Publishing Co., 2011. 4th Edition. As the U.S. population grows more and more diverse, how can professionals who work with young children and families deliver the best services while honoring different customs, beliefs, and values? The answers are in the fourth edition of this bestselling textbook, fully revised to reflect nearly a decade of population changes and best practices in culturally competent service delivery.

**Worlds Apart: A Four-Part Series on Cross-Cultural Healthcare**, DVD & Facilitator's Guide, Fanlight Productions, 2003, 47 min. These unique trigger films follow patients and families faced with critical medical decisions, as they navigate their way through the health care system. Filmed in patients' homes, neighborhoods and places of worship, as well as hospital wards and community clinics, *Worlds Apart* provides a balanced yet penetrating look at both the patients' cultures and the culture of medicine. This series is an invaluable tool for raising awareness about the role sociocultural barriers play in patient-provider communication and in the provision of healthcare services for culturally and ethnically diverse patients.

## **ASSESSMENT INFORMATION/MATERIALS**

**AEPS Measurement for Three to Six Years, Vol. 3**, edited by Bricker and Pretti-Frontczak, Paul H Brookes Publishing Co., 1996. (with data recording forms)

**AEPS Curriculum for Three to Six Years, Vol. 4**, edited by Bricker and Waddell, Paul H Brookes Publishing Co., 1996. (with data recording forms)

**Alternative Approaches to Assessing Young Children**, Angela Losardo, and Angela Notari-Syverson, Paul H. Brooks Publishing, 2001. Discover which form of assessment is right for you in this groundbreaking book from the experts! You'll take an in-depth look at six alternative assessment methods such as naturalistic, focused performance, portfolio, dynamic curriculum-based language. In each chapter you'll explore one of these methods and find a detailed description of the approach, a summary of advantages and limitations, specific guidelines for implementation, suggestions for working in inclusive environments, and samples of data collection forms.

**Brass Tacks: A Self-Rating of Family-Centered Practices in Early Intervention**, P.J. McWilliam & Pam Winton, Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill, 1990. A set of instruments to assist early intervention programs, teams, including NICU staff, and professionals determine the extent to which their practices reflect a family-centered approach. They also can be used as a means of identifying changes in program and individual practices that may be made in order to be more family-centered.

**The Creative Curriculum for Infants, Toddlers & Twos: Developmental Continuum Assessment Toolkit**, Teaching Strategies. See box for content and materials. 2006.

**Diagnostic Manual for Infancy and Early Childhood**, by Stanley I Greenspan, MD., The Interdisciplinary Council on Developmental and Learning Disorders (ICDL), 2005. Comprehensive, developmentally based classification system for neurodevelopmental, (including autistic spectrum) mental health, language, and learning disorders.

**ESI-R Early Screening Inventory Revised: Training Package**, Rebus Inc., 1997, includes two video's, trainer's manual and reproducible masters.

**Family-Directed Child Evaluation and Assessment Under IDEA: Lessons From Families and Program**, Carol Berman and Evelyn Shaw, NECTAS, 1997.

**Gilliam Asperger's Disorder Scale (GADS) – Includes Examiner's Manual and Summary/Response Booklets**, James E Gilliam, PRO-ED, Inc., 2001.

**Mainstreaming Expectations and Skills Assessment: Preschool and Kindergarten**, J. Killoran, et al.

**Preschool Assessment Instruments**, Nevada Department of Education, Fall 1994.

**Setting The Stage - Early Childhood Training-Authentic Assessment > Module 1**, Magna Systems, 2004, 24 minutes DVD. This module sets the stage for understanding how children are observed within the context of their play as well as their culture, and how these observations are important to understanding their total development. When children are observed in the Social/Emotional, Cognitive, Physical and Language domains of development, teachers are better able to align assessment with curriculum.

**Transdisciplinary Play-Based Assessment**, Second Edition (**TPBA 2**), While the child engages in natural play with a parent, professionals use the practical guidelines and extensive developmental information to assess four domains—sensorimotor, emotional and social, communication and language, and cognition—and gather qualitative information about what the child can do.

**Transdisciplinary Play-Based Intervention**, Second Edition (**TPBI 2**), professionals will partner with parents to choose customized play-based interventions that help children make progress across domains and generalize their new skills in different situations and settings.

**Transdisciplinary Play-Based Assessment & Intervention Forms CD-ROM**

**Administration Guide for TPBA 2 & TPBI 2**

T. Lindner, Brookes & Publishing, 2008.

## ***ASSESSMENT TOOLS: DEVELOPMENTAL***

**ADHD Symptom Checklist-4 Kit (ADHD SC4)**, Gadow and Sprafkin, Checkmate Plus, Ltd., 1997.

**AEPS Measurement for Birth to Three Years, Vol. I & II**,

- **Vol. I**, D. Bricher.
- **Vol. II**, J. Cripe, K. Slentz and D. Bricher.

**AEPS (Assessment, Evaluation, and Programming System for Infants and Children) Test for Birth to Three Years and Three to Six Years**, Diane Bricher, 2<sup>nd</sup> Edition, Paul H Brookes Publishing Co., 2002

**Ages & Stages Questionnaires: Social-Emotional, ASQ:SE, A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors, 3<sup>rd</sup> Edition**, Jane Squires, Ph.D., et.al., Brooks Publishing, 2009.

• **ASQ:SE User's Guide.**

• **Questionnaires**, 3 Months to 5 ½ years. Must copy to use.

- **Information Summary.** Must copy to use.
- **Edades y Etapas: Social-Emotional,** Spanish Translation, Must copy to use.

**Ages and Stages Questionnaires (ASQ) – A Parent Completed Child Monitoring System,** Paul H. Brookes, 1995. (Training video is available.) Spanish version, Edades y Etapas, available as well.

**Autism Diagnostic Observation Schedule (ADOS),** Western Psychological Services, 2008. This is for assessing and diagnosing autism and pervasive developmental disorder (PDD) across ages, developmental levels, and language skills. This semi-structured assessment can be used to evaluate almost anyone suspected of having autism--from toddlers to adults, from children with no speech to adults who are verbally fluent. **Manual & Training package** includes: **Training DVD** (3 hours, 18 minutes) - Describes ADOS materials, demonstrates administration of each Module, with a voiceover by the author explaining key observations. **Practice Administration DVD 1** (3 hours, 8 minutes) - Duplicates the administrations shown in the Training DVD, but in real time, and without the author's commentary. **Practice Administration DVD 2** (1 hour, 22 minutes) - Demonstrates two additional administrations, in real time, without the author's commentary. Practice DVDs 1 and 2 allow you to practice observation and scoring and check your accuracy. **Blank ADOS Observation/Coding Booklets – (Modules 1-4)** Observation/Coding Booklet is provided for each administration session shown in the practice DVDs

**Battelle Developmental Inventory, Second Edition (BDI-2),** Birth thru 7 years, Riverside Publishing, 2005. The Battelle Developmental Inventory, 2nd Edition (BDI-2) is an individually administered, standardized assessment battery designed for use with children aged birth to 7 years, 11 months. The BDI-2 measures key developmental skills in the following areas: Adaptive, personal-social, communication, motor, and cognitive. Screens and evaluates early childhood developmental milestones. Aligns with all three OSEP early childhood Outcomes. Allows for effective monitoring of child and program progress on short- and long-term basis. (Includes Test Item Books, Examiner's Manual, Workbooks, the Screening Test Record Forms, Set of Screening Presentation Cards, Screening Stimulus Book, the complete set of *BDI-2* Manipulatives, and a carrying case)

**Bayley Scales of Infant Development Screening Test, 3<sup>rd</sup> Edition (Birth - 2 years),** N. Bayley, PsychCorp, 2006. Age Range: 1 to 42 months. The Bayley Scales of Infant and Toddler Development Screening Test can quickly determine if a child is "on track" developmentally or if further, more comprehensive assessment is needed. Features include: Cognitive, language, and motor domains tested. Includes: Bag, Screening Test Manual, Stimulus Book, Screening Test, Toys

**Biobehavioral Assessment of the Infant,** Edited by, Lynn Twarog, and Philip Sanford Zeskind, The Guilford Press, 2001.

**BITSEA Brief Infant-Toddler Social And Emotional Assessment (Examiner's Manual, Parent Form and Child Care Provider Form),** Alice Carter, PhD., and Margaret Briggs-Gowan, PhD., PsychCorp, 2006. The nationally-normed **BITSEA** is a quick effective screening test for identifying social-emotional problems and competencies that may be areas of concern in children 12 months to 36 months. Especially suited for settings with limited time, resources, and/or technical training.

**Bracken Basic Concept Scale,** B. Bracken, 1984:

- **Diagnostic Scale: (2-1/2 years - 7 years, 11 months)**
- **Screening Test: (5 - 7 years)**

**BRIGANCE Inventory of Early Development III (IED III) – Early Childhood Edition,** 2013. Developmental Ages: Birth through 5 years – The IED III covers the following domains, which align to early learning standards and Common Core standards: Physical Development (Preambulatory, Gross Motor, and Fine Motor); Language Development (Receptive Language and Expressive Language Skills); Cognitive Development (Literacy; Mathematics and Science Skills); Adaptive Behavior (Daily Living Skills); Social and Emotional Development (Interpersonal and Self-regulatory Skills)

**Capute Scales, The: : Cognitive Adaptive Test / Clinical Linguistic & Auditory Milestone Scale,** P.H. Brookes Publishing Co., 2005. The Capute Scales are designed to help clinicians determine the presence of atypical development in two streams of cognitive development: visual-motor functioning and expressive and receptive language. A norm-referenced, 100-item screening and assessment tool that helps experienced practitioners identify developmental delays in children from 1–36 months of age. Includes: Full Assessment Kit, Manuals, & Protocols in blue bag

**CARS 2 – Childhood Autism Rating Scale: Manual and Rating Booklets/Questionnaire for Parents or Caregivers,** Western Psychological Services, 2010. This 15-item behavior rating scale helps to identify children with autism and to distinguish them from developmentally handicapped children who are not autistic. In addition, it distinguishes mild-to-moderate from severe autism. Brief, convenient, and suitable for use with any child over 2 years of age

The **Carolina Curriculum for Infants & Toddlers with Special Needs, 3<sup>rd</sup> Edition**, P.H. Brookes Publishing Co., 2004. It covers five developmental domains: personal-social, cognition, communication, fine motor, and gross motor. It is an assessment and intervention program designed for use with young children from birth to five years who have mild to severe disabilities. Developed for use with children from birth to 36 months, the CCITSN is an easy-to-use, criterion-referenced system that clearly links assessment with intervention. Includes: Assessment Log and Developmental Progress Chart

**Child Development Inventory (CDI) Manual and Scoring Template: Social Development, Self Help, Gross Motor, Fine Motor, Expressive Language, Language Comprehension, Letters and Numbers; Age 1, 2, 3, 4, 5, 6**, by Harold Ireton, PhD., Behavior Science Systems, Inc., 1992. Includes:

- **Child Development Inventory Profile sheets,**
- **Child Development Inventory and Scoring sheets.**

**Child Observation Record - High/Scope Ages 2 ½ - 6**, 1992.

**Child Symptom Inventory 4 Norms Kit (CSI-4 Norms)**, Gadow and Sprafkin, Checkmate Plus, Ltd., 1997.

**Child Symptom Inventory 4 Screening Kit (CSI-4 Screening)**, Gadow and Sprafkin, Checkmate Plus, Ltd., 1994. (parent forms available in Spanish also)

**Children's Adaptive Behavior Scale (Revised)**, Kicklighter & Richmond, 1983.

**Collaborating With Parents, Using Parents' Evaluations of Developmental Status to Detect and Address Developmental and Behavioral Problems**, Frances Page Glascoe, PH.D., Ellsworth and Vandermeer Press LLC, 1998-2002.

- **Collaborating With Parents Manual. (PEDS)**
- **PEDS Brief Administration and Scoring Guide**, English and Spanish versions.
- **How Will You Know?**, Explanation and Example Booklet.
- **PEDS Response Form**, English and Spanish Versions.
- **PEDS Score Form.**

**Denver II (DDST II)**, W. Frankenburg et al., revised 1992. Designed for use by the clinician, teacher, or other early childhood professional to monitor the development of infants and preschool-aged children. The tests cover four general functions: personal social, fine motor adaptive, language, and gross motor. Ages covered by the tests range from birth to six years.

**Developing Skills Checklist, An Individually Administered Early Childhood Assessment**, CTB, McGraw-Hill, 1990.

- **DSC, Box 1, Kindergarten Through First Grade.**
- **Primary Test of Cognitive Skills, Kindergarten Through First Grade, Box 2.**
- **Early School Assessment, Kindergarten Through First Grade, Box 3. Levels 1 and 2.**
- **Developing Skills Checklist, An Overview. Videotape located on Assessment video shelf. RT: 14".**

**Developmental Assessment of Young Children, Second Edition (DAYC-2)**, by Judith K. Voress and Taddy Maddox, WPS Publishing, 2013. Birth through 5 years, 11 months. Gives clinicians a baseline assessment of development delays and deficits. The test is composed of five subtests, each focusing on a domain mandated for assessment by IDEA: Adaptive Behavior, Cognition, Communication, Physical Development, Social-Emotional Development. The test format allows you to collect information about the child through observation, parent/caregiver interview, and direct assessment. Because you can assess any combination of the five subtests, the DAYC-2 can be tailored to the particular child's needs. Includes Scoring Forms for each subtest (Adaptive Behavior, Cognition, Communication, Physical Development, and Social-Emotional Development); Examiner Summary Sheets; Early Childhood Developmental Chart Mini-Posters; Manual.

**Devereux Early Childhood Assessment, DECA Program**, Paul A. LeBuffe, Jack A Naglieri, et. al., Kaplan Press, 1999.

- **Technical Manual**
- **Observation Journal**
- **User's Guide**
- **Classroom Strategies to Promote Children's Social and Emotional Development**
- **Teacher/Parent Rating Sheets**
- **For Now and Forever, A Guide for Families on Promoting Social and Emotional Development.** (Booklet)

**Dial 3, Developmental Indicators for the Assessment of Learning**, Carol Mardell-Czudnowski, and Dorothea S. Goldenberg, American Guidance Service Inc., 1998. Third Edition. With manuals etc. Both in English and Spanish.

- **Bag 1, General, (Navy Blue)**
- **Bag 2, Language Area, (Purple)**
- **Bag 3, Motor Area, (Red)**
- **Bag 4, Concepts Area (Green)**

**Early Childhood Inventory 4 Norms Kit (ECI-4 Norms)**, Gadow and Sprafkin, Checkmate Plus, Ltd., 1997.

**Early Childhood Inventory 4 Screening Kit (ECI-4 Screening)**, Sprafkin and Gadow, Checkmate Plus, Ltd., 1996.

**Early Coping Inventory: Measure of Adaptive Behavior**, (4 - 36 months) S. Zeitlin et al., 1988.

**Early Intervention Developmental Profile (EIDP), Developmental Programming for Infants and Children** (Birth - 36 months), revised edition, Rogers & D'Eugenio, 1981.

- **Vol. 1, Assessment and Application**
- **Vol. 2, Early Intervention Developmental Profile**
- **Vol. 3, Stimulation Activities**

**Early LAP: The Learning Accomplishment Profile for Developmentally Young Children**, (Birth - 36 months) A. Sanford et al., 1988..

**Early LAP (Spanish)**, Chapel Hill Training-Outreach Project, 1988.

**Early Screening Inventory (ESI)**, (4 -6 years) Meisels & Wiske, 1983.

**Erhardt Developmental Vision Assessment (EDVA)**, R. Erhardt, 1989.

**ESI-R Early Screening Inventory Revised: Kindergarten 4 ½ - 6**, Rebus Inc., 1997. (see Assessment Materials for Training Package)

**ESI-R Early Screening Inventory Revised: Preschool 3-4 ½**, Rebus Inc., 1997. (see Assessment Materials for Training Package)

The **Functional Emotional Assessment Scale w/ Protocol Booklet**, by Stanley I. Greenspan, MD, Georgia DeGangi, PhD & Serena Wieder, PhD, The Interdisciplinary Council on Developmental and Learning Disorders (ICDL), 2001. The FEAS enables clinicians, educators and caregivers to assess the child's functional, emotional, developmental level and create a treatment plan based on the child's individual profile and measure their progress.

**Gilliam Autism Rating Scale, The**, James E. Gilliam, Pro\*ed Publishers, 1995.

**Greenspan Social-Emotional Growth Chart: A Screening Questionnaire for Infants and Young Children - Manual**, Stanley I Greenspan, PsychCorp/Harcourt Assessment, Inc, 2004.

**Protocol:**

- Questionnaire
- Caregiver Report

**HELP... at Home, 2<sup>nd</sup> Edition, Hawaii Early Learning Profile**, Setsu Furuno, Editor, et. al. , Vort Corporation, 2006.

- **Inside HELP, Administration and Reference Manual**, Stephanie Parks, M.A, 2004
- **HELP Activity Guide**
- **When the Parent has Disabilities**, 1999 Revision, Stephanie Parks, M.A.
- **HELP Strands, Curriculum Based Developmental Strands, Birth to Three.**
- **HELP for Preschoolers Assessment Strands: Ages 3-6 years.**
- **HELP Family-Centered Interview, Ages: Birth to Three Years.** (copy to use)
- **Hawaii Early Learning Profile (HELP Checklist)**, S. Furuno et al., 1984.
- **Hawaii Developmental Charts, The**, Communication Skill Builders, 1993. (copy to use)

**How Are We Doing? A Program Self-Assessment Toolkit for the Family Support Field**, Lina Cramer, Nilofer Ahsan, Family Resource Coalition of America, 1998.

**Infant Developmental Screening Scale**, W. June Proctor, Ed.S., Ph. D., Therapy Skill Builders, 1995.

**Infant-Toddler and Family Instrument, (ITFI)**, Sally Provence, and Nancy H. Apfel, Paul H. Brooks Publishing, 2001. Test Booklet and Manual.

**Infant –Toddler Developmental Assessment (IDA)**, Sally Provence, M.D., et al, Riverside Publishing Company, 1996, 1995.

- **Leader’s Guide**, Joanna Erikson, 1996.
- **Tape # 1 : Children Aged 3-18 Months.**
- **Tape # 2 : Children Aged 24-36 Months.**
- **Tape # 3 : Parent Interviews.**
- **Parent Report Sheets (Also available in Spanish).**
- **Health Recording Guide.**
- **IDA Record, Birth-to-Three Developmental Profile.**
- **Administration Manual, Procedure Summary Provence Birth-to-Three Developmental Profile.**
- **Foundations and Study Guide.**
- **Family Centered Assessment of Young Children at Risk, The IDA Readings, Supplemental Readings Manual.**
- **The IDA Kit.**

**Infant / Toddler Sensory Profile: User’s Manual** , Winnie Dunn, Ph.D., OTR, FAOTA, Therapy Skill Builders, 2002. Includes:

- Summary Score Sheet
- Caregiver Questionnaire (7-36 months)

**I-PAS: Infant-Preschool Play Assessment Scale**, (birth to 60 months), Sally Flagler, Chapel Hill Training-Outreach Project, 1996. (with scoring booklets)

**ITSEA Infant-Toddler Social And Emotional Assessment**, Alice Carter, PhD., and Margaret Briggs-Gowan, PhD., PsychCorp, 2006. The ITSEA is an empirically validated clinical tool for identifying social-emotional problems and competencies that may be areas of concern in children 12 months to 36 months. (Scoring Assistant CD and Diskette, Examiner's Manual, Parent Form and Child Care Provider Form)

**K-SEALS – Kaufman Survey of Early Academic and Language Skills, Ages 3-6 years**, A & N Kaufman, 1993

**LAP-D Screen, Technical and Examiner’s Manual for, 5, 3 and 4 Year Olds**, Kaplan Press, 1997.

**LAP-D Standardized Assessment Examiner’s Manual**, Kaplan Press 1992.

**Learning Accomplishment Profile Revised (LAP-R) Kit, 36-72 months**, Chapel Hill-Training-Outreach Project, 1995.

**Learning Accomplishment Profile: A Guide for Individualizing Educational Programs, 36-72 months**, (revised edition) Sanford and Zelman, Chapel Hill Training-Outreach Project, 1995. (Manuals)

**McDowell Vision Screening Kit: A Procedure for the Assessment of Functional Vision**, P. Marlene McDowell & Richard L. McDowell, Western Psychological Services, 1994.

**Milani-Comporetti Motor Development Screening Test for Infants and Young Children**, Stuberger, Meyer Rehabilitation Institute, 1994.

**NICU Network Neurobehavioral Scale (NNNS) Manual and Scoring Sheet**, by Barry M. Lester & Edward Z. Tronick, Paul H. Brookes Publishing Co., 2005. Includes one (1) black bag with one (1) red rubber ball, one (1) bell, one (1) flashlight with batteries, one (1) red rattle, two (2) head supports (sand bags), foot probe (large plastic needle). The NNNS examines the neurobehavioral organization, neurologic reflexes, motor development, and active and passive tone as well as signs of stress and withdrawal of the at-risk or drug-exposed infant.

**Oregon Project for Visually Impaired and Blind Preschool Children, 6<sup>th</sup> Edition, Manual & Inventory**, 2007. The OR Project is a comprehensive assessment and curriculum designed for use with children birth to six who are blind or visually impaired. It can be used by parents, teachers, vision specialists, or counselors in the home or in the classroom setting. The sixth edition includes several significant changes - Approximately 200 additional skills were added, totaling more than 800 distinct developmental skills, each with corresponding teaching activities. This new edition provides computer graphing of an individual child's profile to clearly depict the child's strengths and areas for instruction. The **OR Project** can be used with any child functioning at developmental levels between birth and six years.

**The Ounce Scale**, By Samuel J. Meisels, et al, Pearson Early Learning, 2003. Includes Users Guide, Standards for the Developmental Profiles, Observation Record, Reproducible Masters, Family Albums 0-4 months, 4-8 months, 8-12

months, 12-18 months, 18-24 months, 24-30 months, 30-36 months. The Ounce Scale provides an interactive system of documentation, monitoring and evaluation of development home- and center-based infant, toddler and preschool child care environments. It provides a meaningful way to evaluate children's accomplishments, areas of difficulty and approaches to learning.

**PDDST-II (Pervasive Developmental Disorders Screening Test-II): Early Childhood Screener for Autistic Spectrum Disorders**, Bryna Siegel, Ph.D., PsychCorp/Harcourt Assessment, Inc., 2004.

**Protocol:**

- Stage 1-Primary Care Screener (PCS)
- Stage 2-Developmental Clinic Screener (DCS)
- Stage 3-Autism Clinic Severity Screener (ACSS)

**Peabody Developmental Motor Scales Second Edition (PDMS-2) & Complete Kit** (Birth to 72 months), M. Rhonda Folio & Rebecca R. Fewell, PRO-ED, Inc., 2000. Includes Examiner's Manual, Guide to Item Administration, 25 Profile/Summary Forms, 25 Examiner Record Booklets, a Peabody Motor Activities Program Manual, a Black and White Peabody Motor Development Chart, and manipulatives, all in a sturdy storage box. The PDMS-2 is an early childhood motor development program that provides (in one package) both in-depth assessment and training or remediation of gross and fine motor skills.

**Play Assessment Scale, 4<sup>th</sup> Revision**, R. Fewell, 1984.

**Preschool Assessment Handbook, (3-6 years)**, HNCAF (Humanics National Child Assessment Form), D. Whordley & R. Doster, 1992.

**Preschool Evaluation Scale**, by Stephen McCarney and Paul Anderson, Hawthorne Educational Services, Inc., 1992

- School Version Technical Manual
- Home Version Technical Manual
- Home Version Rating Form Profile Sheet
- Home Version Rating Form Birth Through 35 Months
- School Version Rating Form Profile Sheet
- School Version Rating Form 36 Through 72 Months

**Psychoeducational Profile Revised (PEP-R), Individualized Assessment and Treatment for Autistic and Developmentally Disabled Children**, Eric Schopler, et.al., PRO-ED, Inc., 1990. With Summary Sheets.

**TABS Manual for the Temperamental and Atypical Behavior Scale, Early Childhood Indicators of Developmental Dysfunction**, John T. Neisworth, et. al., Brookes Publishing, 1999.

- **Assessment Tool** (Must copy to use)
- **Screener** (Must copy to use)

**Test of Early Language Development, TELD-3**, (2 years - 7 years, 11 months) Hresko, Reid & Hammill, Pro-Ed, 1999.

- **TELD 3 Examiner's Manual.**
- **TELD 3 Picture Book Form A & B.**
- **TELD 3 Profile/Examiner Booklet, Form A and Form B.**
- **TELD 3 Kit.**

**The Adaptive Behavior Evaluation Scale**, Stephen B. McCarney, Ed. D., Hawthorne Educational Services, Inc., 1995.

**Vineland-II Adaptive Behavior Scales** (Second Edition), S. Sparrow et al., 2008. *Vineland-II* forms aid in diagnosing and classifying intellectual and developmental disabilities and other disorders, such as autism, Asperger Syndrome, and developmental delays. The scales of the Vineland II were organized within a three domain structure: Communication, Daily Living, and Socialization.

**VINELAND SEEC, Social-Emotional Early Childhood Scales**, Sparrow, Balla, and Cicchetti, American Guidance Service, Inc., 1998. With Record Form and Profile Booklet.

## **ASSESSMENT TOOLS: SPEECH/LANGUAGE**

**REEL 3: Receptive-Expressive Emergent Language Test, 3rd Ed.**, Kenneth R. Bzoch, Richard League, and Virginia L. Brown, PRO-ED, Inc., 2003, Includes Examiner's Manual and Examiner Record Booklet. REEL-3 is designed to help identify infants and toddlers who have language impairments or who have other disabilities that affect language development.

**Assessing Pre-Linguistic and Early Linguistic Behaviors in Developmentally Young Children**, L. Olswang et al., 1987.

**Communication and Symbolic Behavior Scales (CSBS) Manual - Normed Edition**, Wetherby & Prizant, Paul H. Brookes Publishing Co., 2003

- Tape one: **Sampling Videotape**, 45 min.
- Tape two: **Scoring Videotape**, 45 min.
- **Includes bag with toys and sample paperwork**

**Communication and Symbolic Behavior Scales (CSBS DP) Infant-Toddler Checklist and Easy-Score User's Guide (includes CD-Rom)**, Wetherby & Prizant, Paul H. Brookes Publishing Co., 2003

**Infant/Toddler Symptom Checklist**, G. DeGangi, et al; Communication Skill Builders Developed at Regional S. Lourie Center for Infants and Young Children, 1995.

**MacArthur (Bates) Communicative Development Inventories: User's Guide and Technical Manual**, Fenson, Dale, Reznick, Thal, Bates, Hartung, Pethick, and Reilly, Paul H. Brookes Publishing Co., 2002

- Communicative Development Inventory Sheets: **Words and Gestures**
- Communicative Development Inventory Sheets: **Words and Sentences**

**MacArthur (Bates) Inventarios del Desarrollo de Habilidades Comunicativas: User's Guide and Technical Manual**, Maldonado, Fenson, Thal, Marchman, Newton, and Conboy, Paul H. Brookes Publishing Co., 2003 [**SPANISH** for MacArthur (Bates) Communicative Development Inventories]

- Communicative Development Inventory Sheets: **Primeras Palabras y Gestos**
- Communicative Development Inventory Sheets: **Palabras y Enunciados**

**Nonspeech Test, The: for Receptive/Expressive Language with Assessment Summary Forms for Receptive and Expressive Language**, M. Blake Huer, 1988.

**Observation of Communicative Interaction (OCI)**, Klein & Briggs, 1987.

**Preschool Language Scale – Fifth Edition (PLS-5) Examiners Manual, Administration and Scoring Manual & Picture Manual & protocols (Record Form & Home Communication Questionnaire)**, Pearson PsychCorp, 2011. A comprehensive developmental language assessment, with items that range from pre-verbal, interaction-based skills to emerging language to early literacy. This interactive, play-based assessment provides you with comprehensive, reliable, and trusted information about language skills for children birth through age 7.

## ***MENTAL HEALTH – BEHAVIOR/EMOTIONAL/SOCIAL***

**Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood in Assessment and Treatment Planning, A Guide to the Use of [DC: 0-3 Casebook]**, ZERO to THREE, 1997. Twenty-four detailed case reports, documenting work with children (ages 6 months to 4 1/2 years) and their families. Each case study illustrates a different DC: 0-3 diagnostic category, taking readers step-by-step through the process of referral, assessment, diagnosis, discussion of the diagnosis and treatment planning with the child's family and caregivers, intervention, prognosis, and discussion and reflection.

**Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: Revised Edition [DC: 0-3R]**, ZERO to THREE, 2005. ZERO TO THREE's (DC: 0-3R) enhances your ability to assess, diagnose, and treat mental health problems in infants and toddlers by identifying and describing disorders not addressed in other classification systems.

**Handbook of Infant Mental Health, Third Edition**, Ed. C.H. Zeanah, Jr., 2009. Offers a comprehensive analysis of developmental, clinical, and social aspects of mental health from birth to the preschool years. Explore models of development; biological, family, and sociocultural risk and protective factors; and frequently encountered disorders and

disabilities. Evidence-based approaches to assessment and treatment are presented, with an emphasis on ways to support strong parent-child relationships.

**Mental Health in Early Intervention: Achieving Unity In Principles And Practice**, Edited by Gilbert M. Foley and Jane D. Hochman, Paul H. Brookes Publishing Co, 2006.

## **VIDEO/DVD**

### ***DISABILITIES***

**A Time for Georgia (documentary showing the pathology of a four-year old with Autism)**, Variety Pre-Schooler's Workshop, 1970, 15 minutes.

**Arthur's Teacher Trouble *Plus* Arthur's Spelling Trubble** – This VIDEO is **described** for people who are blind or have low vision. 1997. 30 minutes. Also cross-referenced in the book section under Children's Books

**Asperger's Syndrome, Autism and Obsessive Behavior**, Films for the Humanities & Sciences, 1999. RT: 30".

**Autism Continuum, The**, Dr. Temple Grandin, Future Horizons, Inc. 1996. Approx. 75 min.

**Autism: The Musical**, Elaine Hall, DocuramaFilms, 2008. DVD, 93 min.

**"But He Knows His Colors": Characteristics of Autism in Children Birth to Three**, University of New Mexico, Child Development Media Inc., 1995. 28 min.

**Cochlear Implants for Children in Parent – Infant Programs, Information About Cochlear Implants, Home Visit Discussion: Cultural Perspectives, Individual Perspectives of Parents, Parent Advisor, and Deaf Mentor**, Ski\*Hi Institute, Project Interact, 2000. ***This is a CD-Rom, Windows 95, or Pentium 166 or better.***

**Down Syndrome: The First 18 Months**, Blueberry Shoes Productions LLC., 2003, **DVD** - 108 minutes

**Down's Syndrome, Amino Acid Therapy**, Excerpt from Day One.

**dreams SPOKEN here**, Oberkotter Foundation, ORALDEAF, 1996, 60 min. (SPANISH subtitle/version, 20 min.)

**Speaking for Myself**, Oberkotter Foundation, ORALDEAF, 1998. This video is also available in SPANISH. 10 minutes

**There's a new kid in town & Dreams made real: Into the mainstream**, Oberkotter Foundation, ORALDEAF, 2004. 33 minutes

**First Activities for Infants with Down Syndrome**, 20 minutes.

**Gifts of Love**, National Down Syndrome Society, 1982, 24 minutes.

**Journey of A Lifetime...Beginning With The End in Mind**, Karen Gaffney [individual with Down Syndrome] Foundation 1998. ( 63")

**Lovaas, Teacch & The Public System**, (Autism) NASDSE, December 18, 1996.

**Make A Joyful Noise, An Information Kit for Parents of Children Who Are Deaf and Hard of Hearing**, Oraldeaf Education, Oberkotter Foundation Film Project. Rt- approx. 20". With book and other materials, 2000. Kit also available in SPANISH.

**Self-Determination Is...** DVD, 16 min, by NC Council on Developmental Disabilities, 2010.

Twelve voices define self determination and the challenges it faces with current attitudes and policies toward individuals with disabilities who want to take charge of their own lives.

**Serving Children With Disabilities: A Video Series for Child Welfare Workers**, Georgetown University Child Development Center, Center for Child and Mental Health Policy. Each video has a manual and there is a general Resource Manual. 2001.

◆ **Accessing Services Through IDEA**, Rt: 22", with manual.

◆ **Developmental Disabilities**, Rt: 21", with manual.

◆ **Working with Families**, Rt: 22", with manual, **Supporting Families with Children with Disabilities**.

**Silence with a Touch: Living with Usher Syndrome**. DVD. Rochester, NY: National Technical Institute for the Deaf, 2006. 26 mins. Usher Syndrome is a genetic condition affecting thousands and thousands of people. This little known condition causes both hearing and progressive vision loss. In this program, you will meet people of all ages who share how their lives have been affected by Ushers, and how they've learned to adjust and overcome challenges along the way

**Visual Perception and Failure to Learn.**

**What is C.P.? Part 1 & 2**, Child Development & Mental Retardation Center, University of Washington, Lynn Chandler. 49 min. 1970s

## ***SPECIAL EDUCATION***

**A.D.D. Tool Kit: The, All the Information You Need to Help A.D.D. Children**, 30 minutes, ( find under General Education/Special Education books)

**Autism Spectrum Disorders & The SCERTS Model: Enhancing Communication and Socioemotional Abilities of Children with Autism Spectrum Disorder**, Prizant, Weatherby, Rubin, Laurent, & Rydell, Paul H. Brookes Publishing Co., 2004

- Tape one: **Understanding the SCERTS Model**, 42 min.
- Tape two: **For Children Requiring More Support**, 32 min.
- Tape three: **For Children Requiring Less Support**, 32 min.
- A booklet to accompany the video series
- Also in DVD format

**Promoting Learning Through Active Interaction: A Guide to Early Communication with Young Children Who Have Multiple Disabilities – 2 copies (with Spanish included)**. Klein, Chen & Haney. Brookes Publishing Co., 2000

1. **Promoting Learning Through Active Interaction: An Instructional Video**, 27 minutes
2. **Promoviendo el aprendizaje a traves de la interaccion active: Un video instruccional**

Cross referenced with the Gen Ed./ Special Education Book Section

**SPIES Project: Strategies for Preschool Intervention in Everyday Settings, A Video-Assisted Program for Educators and Families**, Utah State University, Center for Persons with Disabilities, 1998.

- ◆ **Module 1: Creating Teaching Opportunities.**
- ◆ **Module 2: Providing Help.**
- ◆ **Module 3: Incidental Teaching.**
- ◆ **Module 4: Tracking Progress.**
- ◆ **Module 5: Prior to Preschool.**
- ◆ **Module 6: Planning Intervention Across the Day.**
- ◆ **Module 7: Examples Tape.**
- ◆ **SPIES Facilitator Manual.**
- ◆ **SPIES CD-Rom and Manual.**
- ◆ **SPIES Evaluation Survey (Participant).**
- ◆ **SPIES Masters Overhead Transparencies.**

◆ All of the above SPIES Materials are available in Spanish as well, with the exception of the CD-Rom and manual, Examples Tape, and the Evaluation Survey.

**The 3R's for Special Education: Rights, Resources, Responsibilities – A Guide for Parents, A Tool for Educators**, by Grace Hanlon Trevor, Edvantage, 1999, 48 min.

**Transition Process, The, Early Intervention to Preschool**, Ski-Hi Institute, Utah Department of Health Baby Watch, Utah State Office of Education Students at Risk, Utah Schools for the Deaf and the Blind, 2001.

- ◆ **Transition Process, Early Intervention to Preschool, Training Manual.**
- ◆ **Transition Process, Early Intervention to Preschool, Video.** RT: approx. 48".  
Cross referenced to General/Special Education Book Section, Located in Special Education Video Section. Tape is inside back cover of manual.

## ***PARENTS/PROFESSIONAL & FAMILY-CENTERED***

**A Story of Teamwork: A Provocative Look At Relationships**, Minnesota Department of Children, Families and Learning; Minnesota Technical Assistance for Family Support, 1999. 33 minutes

**Becoming a Surrogate Parent**, PACER Center, 1986, 47 minutes.

**Early Intervention On The Move** – Child Development Resources, Metro Video Productions 1998. 14 minutes

**Families and Professionals Working Together for Young Children At Risk**, D. Bailey, Phil Davis, et al, 1988, 37 min.

**Family Experience**, George Washington University, 45 minutes.

**Family-Centered Care: Bloopers, Blunders & Their Alternatives**, Meyer Rehabilitation Institute, 1993, 42 min. (with observation form)

**Family Focused Interview**, Hope Inc., Utah State, 1998, 95 min., with "Supplemental Workbook". This two-part videotape is designed to be a self-instructional program. It illustrates an interview process and skills related to communicating with families of young children with special needs.

**Family-Guided Activity-Based Intervention for Infants and Toddlers**, University of Kansas, 1995, 20 minutes.

**Family Resource Centers**, Children's Trust Fund, Wisconsin's Resource for Positive Parenting. RT: approx. 13".

**Fathers Matter! Strategies for Engaging Fathers in Children's Learning: A Teleconference for Educators and Family Service Providers**, U.S. Departments of Education and Health and Human Services, October 28, 1999.

◆ **A Kit for Educators and Other Professionals, Overhead Transparencies to Accompany the Videotape.**

**Mending Spirits... A Film About Native Americans with Disabilities.**

**Promises... for Parents, A Good Beginning for Children**, South Carolina Interagency Coordinating Council, 13 min.

**Sharing Sensitive Information with Families**, Project AIM, Child Development Media, 1986, 34 min. The goal of this videotape is to make professionals aware that delivering sensitive information is not just a one-time, brief encounter with parents. Parents of children with special needs express their need for an empathic informer who provides support, information, resources, and follow-up when sharing difficult news. Demonstrates ways professionals can inform parents about a medical condition or a disability. Developed for health care professionals, educators, and parents.

**Supporting Families: Current Practices in Early Intervention Services**, The Merrill-Palmer Institute; Wayne State University; Michigan Department of Education; OSES, 1994, 26 minutes.

**Telling Your Family Story....Parents as Presenters (VHS with pamphlet)**, Waisman Center; University of Wisconsin, 1994. 30 minutes. This video 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. 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.

## ***PARENTS/FAMILIES – GENERAL***

**I Am Your Child: The First Years Last Forever**, The Reiner Foundation, 1997 RT- 29”.

**The Story of Fathers & Sons**, ABC Primetime Special, 45 min.

**Young Men As Fathers: for Educators and Caregivers** – Kid Safety of America: Getting Men Involved video series, 2001. 33 minutes

**Young Men As Fathers: for Teens and Young Men** – Kid Safety of America: Getting Men Involved video series, 2001. 17 minutes

**Young Men As Fathers (Spanish Version) For Teens and Young Men** – Kid Safety of America: Getting Men Involved video series, 2001. 24 minutes

## ***PARENTS/FAMILIES – SPECIAL NEEDS***

**A Child with Special Needs – Hosted by Sylvester Stallone**, I am Your Child Video Series/Parents Action for Children, 2005, 30 minutes. This DVD features numerous families with special needs children who share their personal stories in order to help other families understand the experiences, emotions and challenges they will encounter. Doctors, legal advisors, educators, and special needs workers also offer guidance and encouragement to help parents cope and become the best possible advocate for their child. This video provides information on:

- \* What to do when you find out that your child has a special need
- \* Moving from confusion and grief to acceptance and empowerment
- \* Finding answers and getting help
- \* Speaking up as your child's best advocate
- \* The importance of looking beyond the diagnosis
- \* Focusing on your child's unique strengths

**A Family's Guide to the Individualized Family Service Plan (IFSP)**, J. Woods Cripe, Kansas University Affiliated Program at Parsons, Baltimore, MD: Paul H. Brookes, 1995, 17 minutes. This video demystifies the Individualized Family Service Plan (IFSP) by explaining what it contains and why it is useful. Four main topics are covered in this video: components of the IFSP; the roles of professionals on a child's team; documentation of a child's goals and outcomes; and what federal law says about IFSPs. Parental participation in the IFSP process is encouraged.

**A Place of Our Own: Special Needs**, DVD, PBS Home Video, 97 min (2009)

Host Debi Gutierrez leads engaging discussions with parents, caregivers and child care experts about caring for children with special needs. Topics include recognizing and understanding special needs, speech and language delays, hearing and visual impairments, and autism.

**Challenging Behaviors in Young Children: Techniques and Solutions – A Guide for Parents, A Tool for Educators**, Edvantage Media, Inc., 2004, 50 minutes - DVD. Shows educators and parents first-hand the techniques used by teachers to effectively manage children's challenging behaviors. • Live classroom footage of teachers effectively defusing actual crisis situations such as tantrums, fighting, non-compliance, separation anxiety and other challenging behaviors • How to model problem-solving strategies and language.

**Child-Parent Attachment Project**, University of Virginia, U. S. Department of Education, and Silverman Productions, January 2001.

- ◆ **Parents' Reactions to Their Child's Diagnosis.**
- ◆ **Raising Children With Special Needs.**

**Exceptional Parents (DVD - 45 min.)** – American Life TV Network, 2004. It's hard enough to be a parent...but the demands are even greater when your child has a disability...which you slowly discover. You'll learn how Julie has dealt with her daughter's disorder...fighting an uphill battle to have Braille included in mainstream classes. And you'll meet Maureen whose daughter Bridget suffered severe brain damage right after birth. Bridget is in her 20's now and Maureen still takes care of her today. Two truly exceptional parents share their stories on this episode of American Family.

**Fathering Young Children With Special Needs**, Phil Davis, University of Nevada Reno, 1989, 42 minutes. An interview of two young dads of children with special needs, their feelings and thoughts.

**Father's Voices: A Journey of the Heart**, National Fathers Network, 2004, 14min DVD

The film focuses on four dads and how their lives have been dramatically changed because of their children. A powerful statement about the special learning men receive when raising a child with disabilities and the value of peer support.

**"Heart To Heart" - Parents are able to come together and discuss their reactions and concerns upon learning that their babies are visually handicapped**, Blind Children Center, 2004, 19 min. total

**Letting your Child's Wild Side Out: Raising the Wild and Confident "Visually Impaired" Baby, Toddler and Preschooler**, www.babymilagro.org, 2008, 30 min.

**Our Choices, Our Challenges** – A families journey, Family TIES of Nevada, 2005, 24 min. Join the Schoen family as they share their journey of raising a child with severe disabilities while struggling to keep their family intact while facing issues such as; paying for health care, coordinating services, finding specialty services and providers, and finding local and community-based resources.

**Parenting Children with Special Medical Needs**, by Foster W. Cline and Lisa C. Greene with Charles Fay, Ph.D., Love & Logic, 2011, 118 min. & 67 min. (2 DVDs). Discover highly effective yet easy-to-learn parenting techniques to help you raise happy, healthier children. You'll meet internationally-known parenting experts Foster W. Cline, M.D. and Charles Fay, Ph.D. as well as other professionals, parents, and children who share their experiences and insights about living with medical issues and chronic illness. Whether your child has allergies, asthma, a bleeding disorder, cystic fibrosis, diabetes, epilepsy, cancer, an injury, or any other health issue, you'll find essential parenting skills to help children of all ages cope well with challenges, adhere to medical requirements, and live a hope-filled life.

**Parents Perceptions: Mothers of Hearing Impaired** talk about feelings, stages and changes, 50 minutes.

**Perilous Passage: New Zealand Fathers Talk About Their Children with Disabilities**, The Donald Beasley Institute Inc., 1997, 27 min. DVD (see book section for printed version). Fathers of children with special needs have until recently received scant attention. The stories presented in this program are of very ordinary men, forced by circumstances to view their lives as fathers in new and extraordinary ways. What they have had to say has been remarkably consistent.

**Points of View: Conversations with Families**, U.S. Dept of Education, Western Media Products, 2001. 55 minutes

**PUNTOS DE VISTA: CONVERSACIONES CON FAMILIAS**, U.S. Dept of Education, Western Media Products, 2001. 55 minutes

**SSI Helping Kids - National Center for Policy Coordination in Maternal and Child Health**. 1996. 12 mins.

**Special Kids, Special Dads**, National Fathers Network, 1989, 24 min. DVD

Fatherhood is tough enough, and when you're the father of a special needs child, the challenges expand even more. This video, featured on PBS, fosters understanding for assisting fathers in parenting their children with special health needs.

**Toilet Training for Children with Special Needs**, DVD, Developmental Pathways, 120 min. (2009)

Provides an overview of practical toilet training techniques and core principles for success. Curriculum developed by Dr. Susan Hepburn, Clinical Psychologist and Associate Professor of Psychiatry at the University of Colorado Denver, JFK Partners is presented, as well as vignettes taking viewers through the toilet training process. Concludes with a parent's perspective on the techniques presented and words of wisdom for other parents going through the toilet training process.

**Welcome to Holland: Resiliency in Families Raising Children with Special Needs**, DVD, Learning Seed, 48 min. (2008). Welcome to Holland's title refers to an essay by Emily Pearl Kingsley who describes what it's like to raise a child with special needs. Its title is based on the notion that expectant parents are often caught off-guard and unprepared when their baby is born with a special need, not unlike a couple planning a trip to one country, say Italy, whose plane lands in another, in this case, Holland. They prepared for the wrong situation... The film "Welcome to Holland" was inspired by a study of the same name by Thomas Knestrict and Debora Kuchey, assistant professors and researchers in the School of Education of the College of Social Sciences, Health, and Education... Follow the journeys of three families with special needs children as they share their stories and experiences. See how they became fierce advocates for their children in order to obtain the services needed for their children to flourish. Through parents' insight and shared experiences, viewers gain an understanding of how families nurture and care for children with special needs. Discover the importance of structure and predictability in the home and how to incorporate other positive affect resiliency factors- all while ensuring a nurturing and loving environment for the family. See how these resilient families deal with the stress of raising a child with special needs, and not only survive, but thrive.

## ***PREGNANCY/INFANCY/TODDLERS***

**Baby Massage and Exercise**, Morel Media, 1989. 28 min.

**The Developing Child Series** [selected DVDs only], Magna Systems Inc., 2003

- The **Developing Child Workbook**, 2005
- The **Developing Child Infancy: Emotional and Social World** (DVD 15 minutes)
- The **Developing Child Infancy: Early Relationships** (DVD)
- The **Developing Child Infancy: Beginnings in Cognition and Language** (DVD)
- The **Developing Child Toddlerhood: Emotional Development** (DVD 29 minutes)

**Infant & Toddler Care Series Workbook**, Magna Systems Inc., 2002

- **Quality Infant & Toddler Care Exploring and Learning** (DVD 25 minutes)

## ***COMMUNICATION/SPEECH/VISION/HEARING***

**Baby Cues: A Child's First Language**, NCAST-University of Washington. Shows examples of cues, engaging and disengaging, as well as examples of how cues often "cluster". DVD 18 min.

**Children Learning Language: How Adults Can Help**, The Learning Seed, 1997. (VHS) 24 min.

**Come Sign With Us**, (VHS) CLERC Books, Gallaudet University Press, December, 1997. RT: 76".  
(in book section for Speech and Language with book of same name)

**Communication Development of the Three Year Old**, Community Experience, George Washington University, (VHS) 30 min.

**Discovering Cued Speech Instructional Video**, (VHS) Pamela H. Beck, 2000. With Workbook and Study Guide to

accompany the video.

- ◆ **Tape 1, Prologue thru Lesson 4.**
- ◆ **Tape 2, Lesson 5-10.**

**Discovery: Pathways to Better Speech for Children with Down Syndrome**, Blueberry Shoes Productions LLC., 2005, **DVD** - 81 minutes

**Early Language: Parent's Point of View**, (VHS) 30 minutes.

**ECO Program Series: An Interactive Program for Developing Social and Communicative Partnerships**, (VHS) Child Development Media Inc., and Special Press Inc., 1989.

- ◆ **Introduction to the ECO Program**, RT: 30". (With manual)
- ◆ **Balance**, RT: 21".
- ◆ **Emotional Attachment**, RT: 19:42.
- ◆ **Evaluation**, RT: 20".
- ◆ **Match**, RT: 21:15.
- ◆ **Nondirectiveness**, RT: 20".
- ◆ **Responsiveness**, RT: 20:52.

**It Takes Two to Talk: A guide to promoting the communications development of children with language delays (DVD)**, by Cindy Conklin, 2006. 2 hours 6 min. Has a companion **Book** – It Takes Two to Talk under the book section. This DVD acts as a companion to the guidebook, "It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays". Viewers can easily find specific topics or sections on the DVD, or can follow along with each chapter of the It Takes Two to Talk guidebook. This is a guide to promoting the communication development in children with language delays.

**Language is the Key: A Video-based Early Language Program**, Washington Research Institute, (VHS) 1997.

- ◆ **Talking and Books: Use Picture Books to Increase Language!**, RT: 20". Spanish version available as well, **EI Hablar y los Libros**.
- ◆ **Talking and Play: Use Play to Increase Language!**, RT: 24". Spanish version available as well, **EI Hablar y el Jugur**. One manual for all versions. (Spanish tapes located on Spanish video shelf)

**Learning Language and Loving It: Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings (DVD) & USER's GUIDE**, by Janice Greenberg & Elaine Weitzman, 2007. 4 hours. Has a companion Book - **Learning Language and Loving It** in the book section.

**Magic with Music: Building children's communication through songs & rhymes**, The Hanen Centre, 2006, (VHS) 47 min.

**More Than Words: Promoting the communication development of children with autism spectrum disorder and other social communication challenges (DVD)**, by Fern Sussman, 2008. 5 hours. Has a companion **Book** – More Than Words under the book section.

**An Introduction to PECS (The Picture Exchange Communication System) DVD**, Frost & Bondy, Pyramid Educational Products, 2000. 26min. An overview of the potential benefits of the PECS method. It portrays examples of each training phrase in school, home and community environments and with a variety of communication partners. Winner of Media Excellence Award 2000, awarded by the Autism Society of America. PLEASE NOTE: This Introduction to PECS is not intended to be used for training.

**Pics for PECS CD, 2010**, Pyramid Educational Products, has all the images available from previous CDs plus 200 new ones. Giving you animals 'alligator' to 'zebra', foods 'almonds' to 'watermelon', verbs 'back rub' to 'zip' and so much more, over 2400! Images are in jpeg format and can be used with any application that supports this format. Instructions for using the images with Microsoft Word have been included on the CD. Utilise along side the Card Creator CD for quick and easy printing.

**Signing Time DVDs: Sign Language Fun from the Hit TV Series**, www.signingtime.com, 2007.

- \* **Vol. 1, My First Signs**, 30 min. Signs for your child's very first words.
- \* **Vol. 2, Playtime Signs**, 30 min. Signs for manners and playtime.
- \* **Vol. 3, Everyday Signs**, 30 min. Signs for favorite foods and everyday life.
- \* **[CD of Songs for Volumes 1-3], Signing Time Songs**
- \* **Vol. 10, My Day**, 30 min. Signs for daily routines – waking up, getting dressed, playing, and going to bed.
- \* **Vol. 12, Time to Eat**, 30 min. Signs about cooking, eating, and favorite foods.

**Tactile Learning Strategies: Interacting with Children Who Have Visual Impairments and Multiple Disabilities**

– **English and Spanish DVDs**, Deborah Chen and June Downing, AFB (American Foundation For The Blind) PRESS, 2006. **Also Companion Manual – Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities** in the Book section.

**Tangible Symbol Systems: Making the Right to Communicate a Reality for Individuals with Severe Disabilities - DVD & Book**, by Rowland and Schweigert, Design to Learn Products, 2005, 75 min. Designed for teachers, speech-language pathologists, other clinicians, and family members who are working to encourage communication skills in nonspeaking individuals with severe or multiple disabilities.

## **EARLY CHILDHOOD CURRICULUM/CHILD CARE**

**Baby Builders: An Exercise Program for Stronger, Healthier Babies**, Instructed by pediatric physical therapist Jenna Zervas, MSPT, Leadership Vision LLC., 23 min. 2003. A Developmental Baby Exercise Program for: Motor Skill Development, Improved strength, balance and coordination, Baby's development cognitively and emotionally.

**(CJC Productions) California Community College Training – Improvement of Instruction Series**, 1984:

- \* **I Am Me**, 41 min
- \* **I Explore and I Learn**, 38 min
- \* **I Can Do It**, 27 min
- \* **I Play and I Discover**, 37 min
- \* **I Speak and I Listen**, 24 min.

**Early Childhood: Where it all Begins**, NAEYC, 30-second promotional tape.

**First Moves, Welcoming a Child to a New Caregiving Setting**, 27 minutes.

**Learning Happens**, DVD, Zero to Three, approx. 60 minutes. Learning Happens features 30 video vignettes that show parents and children—from birth to age 3—interacting during everyday play and routines. These vignettes serve as powerful tools for professionals to use both in direct work with families and for training other early child development professionals.

**Practical Strategies for Teaching Social Emotional Skills (DVD)**, The Center for Evidence-Based Practice: Young Children with Challenging Behavior, Vanderbilt University, 2007. 28 minute DVD highlighting strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children's skills in a variety of areas including making friends, problem solving, asking an adult for help, talking about feelings and managing their emotions.

## **FEEDING AND NUTRITION**

**Taking Tube Feedings to School**, by Marsha Dunn Klein, MEd, OTR/L, Mealtime Notions LLC., 16 min. 2003. This video describes the steps involved in sending tube fed children to school. It is packed with supportive, practical information for parents and school personnel.

**Tube Feedings are Mealtimes, Too!**, by Marsha Dunn Klein, MEd, OTR/L, Mealtime Notions LLC., 15 min. 2003. This video is *for parents* of infants and young children who are about to receive, or currently have supplemental tube feedings. It provides clear supportive information with demonstrations and discussion on how to take the "procedure" out of tube feeding. and create a "mealtime" that supports a loving trusting feeding relationship.

**The Journey from Tube Feeding Towards Oral Feeding**, by Marsha Dunn Klein, MEd, OTR/L, Mealtime Notions LLC., 26 min. 2003. This video is created *for parents* of tube fed children to provide information, strategies and support as they help their child along the continuum from tube feeding towards oral feeding. The approach is based on the belief that children move towards oral feeding best in an environment based on sensory confidence and trust. It includes many practical suggestions for this journey.

## ***MEDICAL/EMERGENCY INTERVENTION***

**A is For Asthma**, Prudential Foundation, Sesame Street, Childhood Asthma Awareness Project, American Lung Foundation, 1998, ( In both English and Spanish with Manual.)

**Families Are The Reason: Putting Title V in Perspective** 8.5 minutes

**Meeting the Medical Bills: Katie Beckett**, National Center for Clinical Infant Programs, 1987, 25 minutes.

## ***EARLY CHILDHOOD/SPECIAL EDUCATION INTERVENTION***

**Ahead Outreach Awareness**, Ski-Hi Institute, 1997. 14 min.

**Building Family Strength**, Maryland Department of Education, 23 minutes, 1989.

**Early Intervention: Key of Hope**, Nevada Dept. of Human Resources and the Early Intervention Interagency Coordinating Council, 1996, 18 min. 30 sec.

**Early Interactions: Parent-Professional Perspectives in Early Intervention**, By Deborah Chen, Ph.D., & M. Diane Klein, Ph.D., CCC-SLP, Brookes Publishing, 2007, 45 min. This engaging DVD will prepare professionals to work more effectively with young children by trusting and learning from the perspectives of other experts—including parents and professionals from other disciplines. Viewers will watch footage of two young children with multiple disabilities as parents and professionals conduct observations during typical home activities. They'll deepen their appreciation for the expertise a child's parents can offer. Ideal for students/professionals in a wide range of programs—including early intervention, early childhood special education, occupational therapy, physical therapy, social work, and psychology—this DVD will help practitioners think beyond their own disciplines and form strong, mutually beneficial partnerships with parents and other professionals.

**Early Intervention in Action: Working Across Disciplines to Support Infants with Multiple Disabilities and their Families – a CD-ROM "Textbook"**, by Deborah Chen, Paul H Brookes Publishing Co., 2008, approx. 40 min. This CD-ROM is an electronic textbook for pre-service professionals, as well as professionals in the field, designed to be used as a training tool on what early intervention professionals need to master. Discusses how to collaborate effectively with other service providers to address the complex needs of infants with multiple disabilities. Included are video demonstrations of key concepts, learning objectives and self-assessments and specialized, hard to find information. Learners find out about recommended practices with specialized populations, coordinating services and receive practical guidance on key topics.

**Families on The Move: An Overview of IDEA Part C** 11 minutes.

**Finding the Balance**, EPICS Project.

**Floor Time Techniques and the DIR Model, For Children and Families With Special Needs, Training Videotape Series (VHS)**, With Stanley I. Greenspan, M.D., and Serena Wieder, Ph.D., Interdisciplinary Council on Developmental and Learning Disorders, 2001.

♦ **A Guide**, Manual to Accompany the Video Series.

♦ **Introduction**, Rt: 46".

♦ **Tape 1, Case 1, Alex, A 3 year old boy.** Rt: 1:10:00

♦ **Tape 2, Case 2, Cole, A 4 ½ year old boy.** Rt: 1:31:00.

♦ **Tape 3, Case 3, Willie, A 4 year old boy.** Rt: 1:20:00.

♦ **Tape 4, Case 4, Grace, A 5 year, 3 month old girl.** Rt: 1:30:02.

♦ **Tape 5, Case 5, Danny, A 5 year old boy.** Rt: 1:11:30.

♦ **Tape 6, Case 6, Spencer, A 5 year old boy.** Rt: :58:26.

♦ **Tape 7, Case 7, Curt, A 3 year old boy.** Rt: 1:20:00.

♦ **Tape 8, Case 8, Gary, A 22 month old boy.** Rt: 1:06:00.

♦ **Tape 9, Case 9, Grayson, A four year old boy.** Rt: 1:25:28.

♦ **Tape 10, Case 10, Alex, A 2 year old boy.** Rt: 1:2

- ◆ **Tape 11, Case 11, Spencer, A 6 year old boy.**
- ◆ **Tape 12, Case 12, Caroline, A 5 year old girl.** Rt: 1:22:00.

**Home Activity for Parents and Youngsters HAPPY Overview Tape**, Nevada Department of Human Resources, 25 minutes.

**Making a Difference Together: A Guide To Early Intervention In New Mexico**, New Mexico Department of Health. 16 minutes each in English and SPANISH

State Model - **"Making the Most of Early On"**, Michigan Alliance for Families DVD, designed to help parents better understand and access the system of supports and services for children from birth through age three. This video is chaptered into six easy to navigate topics: What is *Early On*? / **Natural Environments / Transition: Leaving Early On / Parent to Parent Advice / Problem Solving / Parent Survey**

**New Way of Thinking**, Nevada Deaf-Blind Services, 23 minutes.

**Parent Advisors, Guidelines for – Sample Home Visit**, SKI HI Institute, 17 minutes.

**Passport to Friendship: Facilitating Peer Play for Children with ASD (DVD)**, Hilary Baldi and Danne Detmers, Behavioral Intervention Association, Brookes Publishing, 2006. Passport to Friendship is an engaging DVD that presents a step-by-step approach to helping young children with ASD learn to play with other kids. Using clear examples, insights from parents, this illuminating film for parents and educators demonstrates how to build structure and predictability into peer play to help a child with ASD improve his interaction skills.

**The Routines-Based Interview (RBI)**, Siskin Center for Child and Family Research, by R. A. McWilliam, DVD for 2001 & DVD for 2008. A semi-structured interview technique used in both IFSP and IEP development, and designed to: Establish a positive relationship with the family; Obtain a rich and thick description of child and family functioning; and Result in a list of outcomes/goals chosen by the interviewee.

- The 2008 DVD shows segments from three (3) families' interviews. Clips are arranged by topic (e.g, engagement, beginning an interview, transitions between routines). 35 minutes.
- The 2001 DVD shows an RBI conducted with one (1) family. Although some routines are omitted, its purpose is to show an interview from beginning to end. 30 minutes.

**Special Children's Clinic: A Secret to Share**, 10 minutes.

**Turning 3, from C to B: Age 3 Transitions for Kids with Special Needs**, Landlocked Films LLC, 2004, 23 minutes – DVD /English and Spanish on one disc.

## **ADMINISTRATIVE/ADVOCACY**

**99-457: A New Commitment**, Chapel Hill, 12 minutes.

**Americans with Disabilities Act**, Chapel Hill Training-Outreach Project, 13:38 minutes.

**A Credo for Support**, by Norman Kunc & Emma Van der Klift, 1995 Axis Consultation & Training Ltd., 4 minutes. (Prompts viewers to question common perceptions of disability)

**Changing the Way We Think about Change**, National Clearing House of Rehab Training Materials, 1992, 32 minutes.

**Early Intervention – IDEA**, Chapel Hill Training-Outreach Project, 21 minutes.

**Family-Centered Care**, Association for the Care of Children's Health (ACCH), 1988, 40 min

**Gone Through Any Changes Lately? - Training**, Western Media Products, 2000, 4.5 min. This is the popular "Slinky" video, a video for motivational staff in-service and leadership meeting openers for any profession. Change is an inevitable part of business and life. How do we anticipate the ramifications of change? This humorous look at change uses the metaphor of a slinky. Fun and thought provoking.

**How to Prepare for a Due Process Hearing**, LRP Publications, 1995, 20 min.

**Listen With Respect: Cross Cultural Communication Experiences with Native American Indians**, 30 minutes.

**Mandate for Collaboration**, Chapel Hill, 12 minutes, ½" VHS.

**Nevada Administrative Code: Standards for Administration of Special Education Programs**, 30 minutes.

**Transition Coordinator: The Vital Link**, Maryland Department of Education, Division of Instructional Television, 30 minutes.

## ***FINE/GROSS MOTOR***

**PeakCare, LLC, Customized Exercise Video Series**, Motor Therapy Demonstrations, Fifty, 5-10 min. segments Transferred to DVDs, LLC, 1998-99.

**A few of the many topics: Ambulation, Assisted Stretching, Carrying Techniques, Development Age 0-36 Months, Feeding, Head Control, Lower Extremity Strength w/Assistance, Positioning, Sitting Balance w/Reaching, Transitions From Sitting, Trunk Strengthening, etc.**

## ***INCLUSION***

**A Circle of Inclusion**, University of Kansas, 27 min.

**A Credo for Support: perceptions of disability**, 4 min.

**A House for All Children, Planning A Supportive Home Environment for Children With Disabilities**, Richard Olsen et.al., Center for Architecture and Building Science Research New Jersey Institute of Technology, RT: 32".

**All the Special Children**, L. Buscaglia, 1982, 1 hour.

**Being A Kid... Providing Services and Supports to Young Children With Special Needs in Everyday Routines, Activities, and Places**, - Early Childhood Connection, JFK Partners, Colorado Department of Education. 2000. RT: approx. 6".

**Child Care and Children with Special Needs**, Video Active Productions, 2000.

•**Inclusion Works**, Part 1, RT: 22:31. How the ADA affects child Care programs.

•**Working Together to Include Everyone**, Part 2, RT: 30:04. How families and programs interact to get the help they need.

**Circle of Friends: Developing Friendships for Children With Challenging Needs**, Portage Project, 1996, 18 minutes.

**Collaborative Teaming for Inclusion-Oriented Schools**, Kansas State Board of Education, 1989, 27 min.

**Different But the Same: Resources in Special Education**, 13 min.

**Early Intervention: Natural Environments for Children (DVD-28 min)** – NAEYC, 2002. Young children with disabilities or special learning needs have a right to learn and grow in the environments where their typically developing peers are found—child care centers and homes, parks, restaurants. This program demonstrates how inclusion benefits all children and families.

State Model - **Early Intervention: Variety is the Spice of Life, Early Childhood Intervention in Natural Environments**, Indiana's Child Care Collection, 1996, 27 min.

**Expanding the Circle, Best Practices For Inclusion Of Learners Who Have Severe Disabilities**, Learner Managed Designs, Inc., 30 minutes

**Hello Daniel**, (Inclusion for medically fragile), Child Health and Development Educational Media, 1990. 9 min.

**Hello Daniel: Three Years Later**, (Inclusion for medically fragile), Child Health and Development Educational Media, 1993. 12 min.

**Include Us!**, TiffHill Productions, LLC, 1996, 33 minutes. ( with educator's guide)

**Including Samuel** (DVD 2009) 58 min., Institute on Disability, University of New Hampshire.

Before his son Samuel was diagnosed with cerebral palsy, photojournalist Dan Habib rarely thought about the inclusion of people with disabilities. Now he thinks about inclusion every day. Shot and produced over four years, Habib's award-winning documentary film, "Including Samuel," chronicles the Habib family's efforts to include Samuel in every facet of their lives... and also features four other families with varied inclusion experiences, plus interviews with teachers, parents, and disability rights experts.

**In Your Own Way**, 4 min.

**Just A Kid Like Me**, Child and Family Services, 1995. 26 mins.

**Just Being Kids, Supports and Services for Infants & Toddlers and Their Families in Everyday Activities and Places**, JFK Partners and Early Childhood Connections, 2001. With Facilitator's Guide to accompany the video. RT: 50".

**Kids Belong Together**, 23 minutes.

**Mainstreaming and Other Parent/Professional Issues**, W. Abraham, 1.5 hour.

**Regular Lives**, 29 minutes. Syracuse University, 1988

**Special Quest Multimedia Training Library**, The Hilton/Early Head Start Training Program, California Institute on Human Services, Sonoma State University, 2007. This is an Early Childhood **Inclusion Training Resource** and focuses on Supporting Young Children Birth –five with Disabilities and their Families in Inclusive Settings. There is a Quick Start Guide to help you know how to use the materials. The Training CDs/DVDs are in the following volumes:

- Including Infants and Toddlers with Disabilities [10 CDs/DVDs]
- Building Relationships with Families [8 CDs/DVDs]
- Collaboration and Teaming [5 CDs/DVDs]
- Preschool Inclusion [7CDs/DVDs]

**The Boy Who Could Tell Stories**, - Vivian Paley, Ball State University, 2001. RT: 26".

**The Face of Inclusion: A Parent's Perspective**, Joenro, Inc., 1995, 68 minutes.

**Yes, You Can Do It!: Caring for Infants and Toddlers With Disabilities in Family Child Care**, 16:10 minutes.

## **ASSESSMENT**

**ASQ: Ages and Stages Questionnaires: A Parent Completed, Child-Monitoring System**, approx. 19:38 min. (See Assessment Tools for Test.)

**Chapel Hill Training - Outreach Project: The Early L.A.P. Overview**, 10:42 minutes.

**Denver II: Item Administration**; Denver Developmental Materials, Inc., 1994, 85 minutes.

**Denver Eye Screening Test and Proficiency Evaluation**, 60 minutes.

**Developing Skills Checklist, An Overview**, CTB, McGraw-Hill, 1990. RT: 14". To accompany the Developing Skills Checklist Kit.

**Developmental Screening and Family Centered Care: Self Instructional Curriculum for Health Care Providers.**

**Mulani-Comparetti: Motor Development Screening Test for Infants and Young Children**, Meyer Rehabilitation Institute, 1990, 15 minutes. (see Assessment Tools for Test)

## ***MENTAL HEALTH***

**Developing Child, The: Early Relationships**, 1995, 18:36 minutes.

**For the Child: Information on Mental Health and Advocacy for Resource Parents**, Parents Action for Children, 2007, DVD 30 min. Hosted by Morgan Freeman, will help foster parents and kinship care providers: - Understand the most common children's mental health problems - Navigate the local mental health service delivery system - Develop alliances with birth parents, school systems, mental health providers & caseworkers - Feel increased comfort with seeking mental health services - Recognize the rights and responsibilities of foster children, birth parents, kinship providers, foster parents and caseworkers - Identify who to call, what to say, and where to go to obtain the right services - Be an effective advocate for the children in your care.