

ECI Library Matters

Child Care, Inclusion and Transition (updated)

This issue features updated library resources on child care, inclusion and transition. Abstracts of journal articles on these topics are also included. For a complete listing of library titles, please go to the library's online catalog at texashealthlibrary.com.

Important News: The DSHS Library is now able to ship library materials again. However, due to the COVID-19 pandemic, the DSHS Library remains closed to visitors. Library staff continue to work remotely from home. Electronic library resources are available on any computer or mobile device with internet access. Please email any requests or questions to avlibrary@dshs.texas.gov.

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Texas Department of State Health Services

USEFUL INFORMATION

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ECI Website

ECI Library Matters

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Selected Journal Abstracts

Evaluation of a brief teacher coaching program for delivering on early intervention program to preschoolers with Autism Spectrum Disorder. Tupou, J., Waddington, H., & Sigafoos, J. (2020). *Infants and Young Children*, 34(4), 259-282.

There is a need for research that evaluates the effectiveness of early intervention when delivered in inclusive preschools. In this study, 3 regular preschool teachers were trained to use the Early Start Denver Model with a child with Autism Spectrum Disorder who attended an inclusive preschool. Each teacher worked with 1 child. Teachers received eleven 60-min coaching sessions based on an adapted version of the Early Start Denver Model's parent coaching program. A multiple baseline across participants design was used to evaluate effectiveness in terms of teachers' use of the early intervention techniques and children's levels of participation, imitation, and communication. Data were collected via weekly 10-min. video recordings, with 3 follow-up probes conducted 11 weeks following intervention. Teachers improved in their use of early intervention techniques, and children demonstrated improved levels of active participation, but results for child imitation and communication were mixed. Positive results were generally maintained at follow-up. This study provides preliminary support for the effectiveness and feasibility of using a modified coaching program to train preschool teachers to use early intervention techniques from the Early Start Denver Model.

To receive full-text copies of journal articles, please contact the library staff by email: avlibrary@dshs.texas.gov.

Selected Journal Abstracts (continued)

Improving developmental abilities in infants with Tuberous Sclerosis Complex: A pilot behavioral intervention study.

McDonald, N. M., Hyde, C., Choi, A., Gulsrud, A. C., Kasari, C., Nelson, C. A., & Jeste, S. S. (2020). *Infants and Young Children*, 33(2), 108-118.

Tuberous sclerosis complex (TSC) is a rare genetic syndrome that confers risk for neurodevelopmental disorders, including autism spectrum disorder and intellectual disability. Delays in social communication and early cognitive abilities are observable as early as 9 months of age in children with TSC; however, there have been no studies of early behavioral intervention in TSC. We conducted a pilot study of an evidence-based, parent-mediated behavioral intervention focused on improving early social communication and play skills in 5 children with TSC (aged 1-3 years). Participants showed maintenance and sometimes gains in developmental abilities, relative to peers, following intervention. Parents generally found the intervention to be helpful and were able to administer the intervention with fidelity. Preliminary results demonstrate initial feasibility of an early play-based, parent-mediated intervention and support the need for a large-scale, randomized clinical trial in TSC.

To receive full-text copies of journal articles, please contact the library staff by email: avlibrary@dshs.texas.gov.

Increasing parenting self-efficacy: The Fussy Baby Network

intervention. Gilkerson, L., Burphardt, T., & Katch, L. E. (2020).

Infant Mental Health Journal, 41(2), 232-245.

High levels of infant crying place families at risk for disrupted relationships, parenting stress, and even for child maltreatment. We conducted an evaluation of the Fussy Baby Network[®] (FBN), a program supporting families struggling with infant crying and related concerns. The study contrasted 29 families who sought help from FBN with 27 families with excessively crying infants who did not seek services. Researchers measured parenting self-efficacy, depression, and stress in each group before and after the Intervention. Results from hierarchical multiple regression analysis indicated greater improvements over time in parenting self efficacy for parents receiving FBN services. Furthermore, the greater improvements in parenting self efficacy in the intervention group were not directly attributable to reductions in infant crying. These findings provide preliminary evidence that the FBN approach may be effective at boosting the confidence of parents struggling with caring for their infants. Future research with larger samples with baseline equivalence and stronger research designs should explore this intervention further. This study also suggests that interventions for families with excessively crying infants should move beyond the focus of reducing infant crying to a broader strategy of supporting parents and strengthening relationships between parents and their infants to build parenting capacity.

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Selected Journal Abstracts (continued)

Mothering very young children after wartime deployment: A case report. Acker, M. L., Nicholson, J., & DeVoe, E. R. (2020). *Infant Mental Health Journal*, 41(3), 313-326.

Parenting very young children in the context of military service, deployment separations, and war-related trauma can be challenging for many families. Female active duty personnel represent one of the fastest growing segments of the military, and recent policy changes have led women to pursue serving in combat positions at much higher rates. While not much is known about service member mothers, some studies have shown that they experience significant symptoms of distress, depression, and anxiety during the deployment cycle, feelings of disconnection from family during reintegration, and higher rates of childhood trauma histories than their male counterparts. Service member mothers who experience the combined stressors of deployment separation, combat exposure, and adverse childhood experiences - a triple threat - may be at serious risk of posttraumatic stress and depressive symptomatology, which can negatively influence the quality and nature of their parenting and parent-child relationships. This case report describes the participation of a young single service member mother and her preschool-aged daughter in a home-based, reintegration program designed for military families with very young children (ages 0-5). The paper illustrates how this relationship-based, reflective parenting intervention was effective in increasing the mother's sense of competence in her parenting and strengthening the parent-child relationship.

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Parent-implemented communication strategies during storybook reading. Akamoglu, Y., & Meardan, H. (2019). *Journal of Early Intervention, 41*(4), 300-320.

Children with developmental disabilities (DD) may experience delays in their ability to speak and communicate with their parents, peers, and others. These children often benefit from evidence-based, parent-implemented communication interventions. In the current study, two mothers were trained and coached to use storybook reading techniques and evidence-based naturalistic communication teaching strategies (i.e., modeling, mand-model, and time delay) while reading books with their children with DD. Using a multiple-baseline design across naturalistic teaching strategies, the following three components were examined: (a) mothers' use of book reading techniques, (b) mothers' rate and fidelity in using the three naturalistic teaching strategies, and (c) children's communication outcomes. After training and coaching, the mothers used the modeling, mand-model, and time delay strategies with higher rates and higher fidelity. The children initiated more communicative acts upon their mothers' use of time delay. The mothers reported that the training and coaching helped them implement the strategies and led to improvements in their children's communication skills.

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Selected Journal Abstracts (continued)

Using environmental modification and teacher mediation to increase literacy behaviors in inclusive preschool settings.

Deris, A. R., DiCarlo, C. F., Wagner, D., & Krick Oborn, K. (2020) *Infants and Young Children*, 33(4), 283-299.

It is considered a recommended practice to integrate literacy concepts into child-initiated choice center time long before formal reading instruction begins. The purpose of this study was to determine whether environmental modification and a teacher-mediated literacy intervention would increase child engagement of literacy behaviors during free choice time in the classroom. Data were collected on the literacy behaviors of 9 children across 3 inclusive preschool classrooms in a suburban public school system. A multiple baseline design was used to determine the effects of an environmental modification using the Early Language and Literacy Classroom Observation and a teacher-mediated intervention on children's literacy behaviors. Results included an average increase of 43 percentage points (range = 39–45 percentage points) in observed literacy behaviors in each of the 3 classrooms. Individual children in each classroom demonstrated an increase in literacy behaviors from baseline to intervention. These results are consistent with previous research, which indicated that the modification of the environment and teacher mediation increase literacy behaviors.

To receive full-text copies of journal articles, please contact the library staff by email: avlibrary@dshs.texas.gov.

What early intervention looks like in child care settings: Stories from providers. Weglarz-Ward, J. M., Santos, R., & Hayslip, L. A. (2019). *Journal of Early Intervention, 42*(3), 244-258.

As more families enroll their infants and toddlers with disabilities in child care programs, early intervention (EI) services are being delivered in these natural environments. This article presents the findings of a study on infants and toddlers with disabilities in child care settings from the perspectives of professionals. Twenty-four child care and EI providers participated in eight focus groups across one state to discuss their experiences with EI services in child care settings. Using thematic analysis, major themes emerged, including *Participant Experiences With EI in Child Care* with six unique codes. Results suggest that the great variability of experiences across children, professionals, and programs contributed to an uncertainty of professional roles and responsibilities, challenges to communication among providers, and alignment to professional recommended practices. In addition, differences in specific location of services (i.e., in a separate room) and delivery model led to EI visits being viewed as disruptive and carrying over strategies into child care routines difficult. Recommendations for future research, policy, and practice are included.

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Journal of Early Intervention. Volume 42, Issue 4; December 2020.

A parent-implemented playdate intervention for young children with Autism and their peers. p. 303-320. Raulston, T. J., Hansen, S. G., Frantz, R., Machalicek, W., & Bhana, N.

Executive function in infants and toddlers born low birth weight and preterm. p.321-337. Blasco, P. M., Acar, S., Guy, S., Saxton, S., Duvall, S., & Morgan, G.

Examining caregivers' independence in early intervention home visit sessions. p. 338-358. Ciupe, A., & Salisbury, C.

Socioemotional and Autism Spectrum Disorder screening for toddlers in early intervention: Agreement among measures. p. 359-380. Kamara, D., Walton, K., & Witwer, A. N.

Validation of the Chinese version of family-professional partnership scale in early intervention. p. 381. Kang, L., Hsu, Y., & Hwang, A.

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Topics in Early Childhood Special Education. Volume 40, Issue 3;
November 2020.

Examining the relation between language skills and challenging behavior.
p. 128-130. Qi, C., Bulotsky-Shearer, R. J., & Barton, E. E.

The relation between teachers' positive behavior support and language
support. p. 131-142. Cunningham, J. E., Hemmeter, M., & Kaiser, A. P.

Bidirectional associations between preschool classroom behavior and
language and literacy skills. p. 143-158. Cashiola, E. B., Bulotsky-Shearer,
R. J., & Greenfield, D. B.

Teacher-child interaction quality buffers negative associations between
challenging behaviors in preschools classroom contexts and language and
literacy skills. p. 159-171. Bulotsky-Shearer, R. J., Bichay-Awadalla, K.,
Bailey, J., Futterer, J., & Qi, C.

A longitudinal examination of language skills, social skills, and behavior
problems of preschool children from low-income families. p. 172-186.
Davis, A., & Qi, C.

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contents, please contact the library staff by email: avlibrary@dshs.texas.gov.

Selected Journal Table of Contents (continued)

ZERO TO THREE Journal. Volume 41, Issue 1; 2020.

A relationship-based approach to professional development in the early childhood educational setting: The role of relationships in collaboration and implementation. p. 5-12. Barron, C., Weathington, B., Howell, S., Bell, S., & Stacks, A. M.

Early learning neighborhood collaborative: Hidden in plain view. p. 13-21. Diamond-Berry, K., & Ezeh, N.

Infant and early childhood mental health-informed therapeutic visitation: An overview and evaluation. p. 22-30. VanHou, S., Fitzgibbons, S. C., & Russotti, A.

The PROMISE of perinatal intervention for mom-baby mental health. p. 31-37. Olsavsky, A. K., Ehmer, A., Carter, D., Scott, S., & Ashby, B.

Healing the young child by helping the caregiver: Implementing an intergenerational approach. p. 38-44. Bial, V., Hazen, A., & Sylvester, K.

Baby leadership learning collaborative: Doing better together. p. 45-52. Dickstein, S., & Rosenblum, K. L.

You matter: Promoting professional resilience during collective crisis. p. 53. Lemoine, S., Greene, K., Mulrooney, K., & Macasaet, K.

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Child Care, Inclusion and Transition: New Audiovisuals

Firm foundations for early literacy: 0 to 5 years. DVD. 54 min. 2009. This program explores the skills that are learned to lay the foundation for the development of early literacy in children from birth to 5 years old. Using research and theories, it presents the learning process that emerges before children begin to read and write.

Baby steps for tiny teeth. Streaming. 7 min. 2019. Tooth decay can be prevented if children have early dental visits and parents learn how to take good care of their child's teeth. Babies should have their first dental visit before age 1. The video shows a peer-to-peer conversation between a new mom and her pregnant friend as she tells her what she learned at her baby's first dental appointment. You also get to meet the dentist and watch baby's first dental exam.

It's mine: Responding to problems and conflicts. DVD. 40 min. 2002. This program examines strategies to respond sensitively and positively to children's social conflicts. The strategies caregivers can use include problem prevention, positive limit settings and resolving conflicts. It explores how children develop effective social, language, self-regulation and reassuring skills.

The power of physical play. DVD. 57 min. 2014 This program examines how physical play aids in the development of children from birth to 7 years old. It explores how children develop effective learning skills and self-regulation. The video shows how important it is for adults to support physical play for young children.

Child Care, Inclusion and Transition: New Book

How to develop partnerships with parents: A practical guide for the early years. Teresa Wilson, 2019. (LB 1139.35 P37 W55 2019 ECI). This book offers evidence-based information on working successfully with parents, and provides a range of materials to meet the specific training and development needs of your staff. Chapters emphasize the benefits of working closely with families, and acknowledge the needs of parents with children at various stages of development.

Child Care, Inclusion and Transition: Selected Audiovisuals

Active learning for infants-toddlers. Streaming. 37 min. 2012.

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

Being with infants. Streaming. 108 min. 2018.

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

Creating inclusive child care facilities. CD-ROM. 2003. (CR0021).

Daily schedules and caregiving. Streaming. 92 min. 2016.

The developing child: Observation. DVD. 29 min. 2004. (DD0232).

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

Discoveries of infancy: Cognitive development and learning. DVD. 32 min.
2006. (DD0318).

Engaging young learners with special needs. DVD. 98 min. 2014. (DD0656).

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

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

Hightscope for children with special needs: A developmental approach.
DVD. 60 min. 2005. (DD0641).

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

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

Inclusion: Focus on toddlers and pre-k. DVD. 35 min. 2009. (DD0391).

Infant toddler learning environment. DVD. 43 min. 2017. (DD0825).

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

Child Care, Inclusion and Transition: Selected Audiovisuals (continued)

Jobs in child development. DVD. 29 min. 2010. (DD0727).

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

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

Parent partnerships: Parents and caregivers together. DVD.
26 min. 2002. (DD0332).

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

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

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

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

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

Primary caregiving: Working toward secure attachments in child care. DVD. 19 min. 2001. (DD0330).

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

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

Raising of America: Early childhood and the future of our nation.
DVD. 200 min. 2015. (DD0725).

Reflective supervision II: Video training series. DVD. 124 min. 2016.
(DD0820).

Secure attachments: The foundation of relationships child care.
DVD. 21 min. 2001. (DD0331).

Child Care, Inclusion and Transition: Selected Audiovisuals (continued)

Side by side: Mentoring teachers for reflective practice. DVD. 26 min. 2004. (DD0721).

Space to grow: Creating a child care environment for infants and toddlers, 2nd ed. DVD. 34 min. 2004. (DD0409).

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

Child Care, Inclusion and Transition: Selected Books

50 strategies for communicating and working with diverse families. Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI).

The ABCs of the ADA: Your early childhood program's guide to the Americans with Disabilities Act. Karren Ikeda Wood, 2009. (104.12 R112a 2009 ECI).

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

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

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

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

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

Being with babies: Understanding and responding to the infants in your care. Beverly Kovach, 2008. (LC 4019.3 K88b 2008 ECI).

The best for babies: Expert advice for assessing infant-toddler programs. Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI).

Child Care, Inclusion and Transition: Selected Books (continued)

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

Blended practices for teaching young children in inclusive settings, 2nd ed. Jennifer Grisham-Brown, 2017. (LC 4019.3 G869b 2017 ECI).

Blending practices for all children. 2014. (LC 4019.3 B647 2014 ECI).

Building blocks for teaching preschoolers with special needs, 3rd ed. Susan Sandall and Illene Schwartz, 2019. (LC 4019.3 S213b 2019 ECI).

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

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

Caring for our children: National health and safety, 4th ed. 2019. (LB 1139.23 C277 2019).

Child, family, and community: Family-centered early care and education, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI).

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

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

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

DEC recommended practices: Enhancing services for young children with disabilities and their families. 2015. (LC 4019.3 D291 2015 ECI).

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

Child Care, Inclusion and Transition: Selected Books (continued)

Developmental profiles: Pre-birth through twelve, 6th ed. K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

Diversity in early care and education: Honoring differences, 5th ed. Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 ECI).

Early childhood intervention: Shaping the future for children with special needs and their families. Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).

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

Early childhood staff orientation guide. Sharon Bergen, 2016. (LB 1139.2 B495 2016).

The early years: Foundations for best practice with special children and their families. Gail L. Ensher, 2016. (LC 4019.3 E59 2016 ECI).

Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

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

Environment: Promoting meaningful access, participation, and inclusion. 2016. (LC 4019.3 E61 2016 ECI).

The exceptional child: Inclusion in early childhood education, 8th ed. Eileen K. Allen, 2015. (LC 4019.3 A427 2015 ECI).

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

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

Family-based practices. Eva Horn, Michaelene Ostrosky, and Hazel Jones, 2004. (LC 4019.3 H813f 2004 ECI).

Child Care, Inclusion and Transition: Selected Books (continued)

Focus on babies: How-tos and what-to-dos when caring for infants.

Jennifer Karnopp, 2012. (LB 1139 K18b 2012 ECI).

Focus on toddlers: How-tos and what-to-dos when caring for toddlers and twos.

Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI).

From early intervention to preschool programs and school-age services: A parent's guide to transitioning young children with special needs.

Padmaja Sarathy, 2006. (556.8 S243f 2006 ECI).

Guiding young children, 8th ed. Patricia F. Hearron, 2009. (WS 100 H436g 2009 ECI).

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

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

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

Inclusive literacy lessons for early childhood. Pamela Byrne Schiller, 2008. (LB 1139.5 L35 S352 2008 ECI).

Infant and toddler development and responsive program planning: A relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832i 2014 ECI).

Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education, 11th ed. Janet Gonzalez-Mena, 2018. (LB 1139 G643 2018 ECI).

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

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

An introduction to young children with special needs: Birth through age eight, 4th ed. Richard M. Gargiulo, 2012. (LC 4019.3 G27 2012 ECI).

Child Care, Inclusion and Transition: Selected Books (continued)

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

Leading and managing early childhood settings. Nadine L. McCrea, 2015. (LB 1775.6 M478 2015 ECI).

Leading anti-bias early childhood programs: A guide for change. Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI).

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

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

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

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

Mister Rogers' plan & play book: Hundreds of preschool activities for parents and child care providers. Fred Rogers, 2002. (655.2 R725m 2002 ECI).

Practical approaches to early childhood professional development: Evidence, strategies, and resources. Pamela J. Winton, 2008. (560 P898 2008 ECI).

Practical solutions to practically every problem: The survival guide for early childhood professionals. Steffen Saifer, 2017. (LB 1140.2 ST817 2017).

A practical guide to reflective supervision. 2009. (LC 4109.3 P895 2009 ECI).

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

Child Care, Inclusion and Transition: Selected Books (continued)

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

Reflective supervision and leadership in infant and early childhood programs. Mary Claire Heffron, 2010. (LC 4109.3 H461r 2010 ECI).

Room to grow: How to create quality early childhood environments, 3rd ed. 2002. (320.11 R777 2002 ECI).

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

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

Simple transitions for infants and toddlers. Karen Miller, 2005. (320.11 M648 2005 ECI).

Social and emotional development in early intervention: A skills guide for working with children. Mona Delahooke, 2017. (WS 350 D333 2017 ECI).

Successful kindergarten transition: Your guide to connecting children, families, and schools. Robert C. Pianta, 2003. (556.8 P581 2003 ECI).

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

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

Teaching pyramid observation tool (TPOT) for preschool classrooms manual. Mary Louise Hemmeter, 2014. (LB 3051 H489t 2014 ECI).

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

Child Care, Inclusion and Transition: Selected Books (continued)

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

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

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

Twelve essential topics in early childhood: A year of professional development in staff meetings. Nancy P. Alexander, 2018. (LB 1775.6 AL374 2018).

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

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

Wiley handbook of early childhood development programs, practices, and policies. 2017. (LB 1139 W676 2017 ECI).

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

Child Care, Inclusion and Transition: Selected eBooks

A-Z of inclusion in early childhood. Mary Dickens, 2014.
Key themes in inclusion are explored through an A-Z approach covering important concepts, theories, theorists, and figures.

Approaches to early childhood and elementary education. Francis Wardle, 2009.
Frances Wardle covers a vast range of different philosophical and practical approaches to early education, from Free/Open schools and Waldorf education, to the Core Curriculum and the learning standards approach of the U.S. federal No Child Left Behind Act.

Child Care, Inclusion and Transition: Selected eBooks (continued)

Appropriate environments for children under three. Helen Bradford, 2012. It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting.

Assessment and documentation in early childhood education. Maarit Alasuutari, Ann-Marie Markstrom, and Ann-Christine Valberg-Roth, 2014. This book considers the increasing trend towards systematic child documentation in early childhood settings. The authors examine child documentation from the perspective of professional practice and suggest that documentation and assessment practices can empower and strengthen teachers, children, and parents.

Building brains: 600 activity ideas for young children. Suzanne Gellens, 2013. Six hundred brain-based activities inspired by brain research are suggested to enhance any early childhood curriculum.

Early childhood education: History, philosophy, and experience. Cathy Nutbrown and Peter Clough, 2014. This introduction to the history of early childhood education emphasizes the role of history and philosophy in early childhood practice today. The text features a series of imagined conversations with key figures and pioneers in early childhood education and caregiving.

Early childhood education: Yesterday, today, and tomorrow, 2nd ed. Suzanne Krogh and Kristine Slentz, 2010. This textbook examines topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field. This book invites the reader to develop a personal philosophy of early childhood education or caregiving and an identity as an early educator to build a sufficient foundation for continual growth as a teacher.

Emergent curriculum in early childhood settings: From theory to practice. Susan Stacey, 2008. This book explores, from both the teacher's and the student's perspectives, how emergent curriculum principles and practices can improve any early childhood program. Sections on observation, documentation, assessment, and relationships that support learning provide a complete subject overview.

Child Care, Inclusion and Transition: Selected eBooks (continued)

Handbook of early childhood special education. Brian Reichow, 2016. This handbook discusses early childhood special education with a focus on evidence-based practices. Coverage spans core intervention areas such as literacy, motor skills, and social development, as well as diverse contexts for services including speech-language pathology, physical therapy, and pediatrics.

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

Inclusive early childhood settings benefit all children, whether or not they have identified special needs. This book provides theoretical, conceptual, and practical information on relationship-based, inclusive practices for early childhood classrooms, an approach that strengthens every child and supports the child's behavioral, emotional, social, and learning challenges.

Inclusion strategies for young children: A resource guide for teachers, child care providers, and parents, 2nd ed. Lorraine O. Moore, 2009.

This book, written for educators who work with young children, provides strategies to promote success for beginning learners, especially those with special needs. This edition explains what researchers are discovering about brain development and children's learning and behavior challenges. The author provides teachers with developmentally appropriate practices to help children increase motor skills, work toward self-management of behaviors, and develop preparatory academic skills.

Planning and observation of children under three. Helen Bradford, 2012.

This book explains theories of child development and pairs them with practical examples to show how such theories translate into good working practice. Taking a holistic approach to supporting children's learning, this book shows how a range of observation strategies can provide insight into children's social, emotional, physical, and cognitive development. It demonstrates how practitioners can develop appropriate planning and observation techniques for babies and toddlers.

Teaching young children with disabilities in natural environments, 2nd ed. Mary Jo Noonan, 2013.

This book focuses on children birth to 5. It gives future professionals specific, evidence-based knowledge on what to teach and how to teach it, with practical methods that fit into naturally occurring activities and routines.

Child Care, Inclusion and Transition: Selected eBooks (continued)

Working in the Reggio way: A beginner's guide for American teachers. Julianne Wurm, 2005.

This book helps teachers of young children bring the innovative practices of the schools in Reggio Emilia, Italy, to American classrooms. Written by an educator who observed and worked in the world-famous schools, this groundbreaking resource presents the key tools that will allow American teachers to transform their classrooms.

Child Care, Inclusion and Transition: Selected Websites

Child Care & Early Education Research Connections promotes high quality research in child care and early education and the use of that research in policy making. For more information, go to researchconnections.org/childcare/welcome. Previous content is now located at childandfamilydataarchive.org/cfda/pages/cfda/index.html

Early Childhood Education Training offers online modules are for teachers, For example in Module 1, you will learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion. For more information, go to connectmodules.dec-sped.org/connect-modules/learners/.

Ensuring Quality Care for Children with Disabilities and Complex Health and Emotional Needs is a workshop that will explore the needs and challenges faced by individuals and families affected by disabilities and complex conditions, as well as opportunities and innovative approaches for those conditions. For more information, go to nap.edu/catalog/23544/ensuring-quality-and-accessible-care-for-children-with-disabilities-and-complex-health-and-educational-needs

Head Start information from the **Early Childhood Learning and Knowledge Center** is located at eclkc.ohs.acf.hhs.gov/

Zero to Three website has articles for parents about choosing child care, including tips and tools. For more information, go to zerotothree.org/early-learning/child-care/