ECI Library Matters

Child Care, Inclusion, and Transition (updated)

This month, we are featuring library resources on child care, inclusion, and transition. Abstracts of articles on these topics are also included. For a complete selection, please go to the library's catalog at **www.texashealthlibrary.com**.

The ECI AV Collection also contains a selection of streaming videos about childcare, inclusion, and transition. Please contact the library for logins and passwords.

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Selected Journal Abstracts

Sucuoglu, B., Bakkaloglu, H., Demir, S., Atalan, D. (2019) Factors predicting the development of children with mild disabilities in inclusive preschools. *Infants & Young Children, 34*(2), 77-98.

This study compared the developmental gains of preschool children with disabilities (CWD) and children without disabilities (CWOD) during a year they spent in preschools and examined the predictors of development in both groups (60 CWD and 57 CWOD) of children. Data on the social skills, problem behaviors, school adjustment level, student-teacher relationship, and the developmental functions of children were collected from the mothers and teachers, whereas trained assistants assessed the development of children. Analyses indicated that although all of the children made developmental gains, the psychomotor, language, and socioemotional developmental gains were greater for CWD than those for CWOD. Furthermore, social skills and school adjustment levels were found to be significant predictors of developmental gains of CWD. Implications of these findings were discussed in terms of the content of preschool curriculums, teacher preparedness related to inclusive practices, and the importance of and teaching social skills to CWD.

Rahn, N.L., Coogle, C.G., Ottley, J.R. (2019). Early childhood special education teachers' use of embedded learning opportunities within classroom routines and activities. *Infants & Young Children, 32*(1), 3-19.

Embedded learning opportunities are one evidence-based practice for addressing individualized education program goals for young children with special needs. In this study, we used quantitative and qualitative methods to analyze 8 early childhood special education teachers' use of embedded learning opportunities during the usual conditions of typical classroom activities. We analyzed video-recorded 10-min segments of adult-directed, child-directed, and routine activities for each teacher's use of embedded learning opportunities to address their children's individualized education plan goals. In addition, we gathered qualitative data on teachers' perceptions, barriers, and needed supports regarding embedded learning opportunities. Teachers used embedded learning opportunities infrequently, but there was significant variation among teachers. Teachers used verbal antecedents (e.g., directives, questions, and models) most frequently and were most likely to address children's communication goals. There were no differences in the rate of teachers' use of embedded learning opportunities across activity types. Teachers reported needing supports such as training and additional staff to implement embedded learning opportunities. Implications for teacher training and research are discussed.

Selected Journal Abstracts (continued)

Donegan-Ritter, M., Van Meeteren, B. (2018). Using practice-based coaching to increase use of language facilitation strategies in Early Head Start and community partners. *Infants & Young Children, 31*(3), 215-230. This article describes how practice-based coaching was used with Early Head Start infant and toddler teachers to support their use of evidence-based language facilitation strategies. Video-based self-reflection and focused feedback allowed teachers to recognize what they were already doing well and increased the fidelity of evidence-based practices. Observational data show changes that took place over the course of the 3 monthly coaching cycles and 6-month follow-up. Teachers increased their use of encouraging back-and-forth exchanges and parallel talk to varying extents. Goal setting was associated with infant-toddler teachers increasing their use of specific strategies. Coach use of nonjudgmental "I notice" statements contributed to a safe and supportive experience. In this pilot study, infant-toddler teachers benefitted from video-based self-reflection and coaching to transfer the use of language facilitation strategies. Focusing on teacher strengths and creating opportunities for skill development through goal setting, individualized support and performance-based feedback facilitated the use of language facilitation strategies in infant-toddler care settings.

Morales Murillo, C. P., McWilliam, R. A., Grau Sevilla, M. D., Garcia Grau, P. (2018). Internal consistency and factor structure of the 3M Preschool Routines Functioning Scale. *Infants & Young Children, 31*(3), 246-257. This article presents a pilot study of the 3M Preschool Routines Functioning Scale (3M) with Spanish children. Twenty teachers and 285 children, from 6 early childhood education centers in Valencia, Spain, participated. The teachers completed one 3M scale on each child in their classrooms. We studied the internal consistency of the scores of the scale items, the factor structure, and the sensitivity of the scale to identify differences on children's functioning level in relationship to their age. The 3M produced scores with strong internal consistency and an exploratory factor analysis resulted in 4 factors: Sophisticated Engagement, Personal-Social, Average Engagement, and Independence. The 3M total score had strong internal consistency, and the strong correlations among the factors and with the 3M total score suggested that the scale measured 1 dimension of child functioning, which we identified as participation.

Selected Journal Abstracts (continued)

Paschall, K. W., Mastergeorge, A. M., & Ayoub, C. C. (2019). Associations between child physical abuse potential, observed maternal parenting, and young children's emotion regulation: Is participation in Early Head Start protective? *Infant Mental Health Journal, 40*(2), 169-185.

Clinicians working with Early Head Start (EHS) families consider family well-being and positive parent–child relationships as foundational to school readiness. Understanding the links between risk factors and these dimensions of family engagement can inform clinical decision-making, as risk assessments are used to tailoring program services. The current study examined the associations between high risk, or potential, for child physical abuse and both parenting quality and children's motion regulation (ER) during toddlerhood; EHS participation was examined as a buffer. The sample included EHS-eligible mothers of infants (N = 80) drawn from one site of the EHS Research and Evaluation Project. Associations were tested between mothers' potential for child physical abuse, measured during infancy, and observed maternal sensitivity, positive regard, harshness, and children's ER skills at child ages 1 and 2 years. Results indicated that high potential for child physical abuse was associated with lower positive regard at age 1 and lower ER skills at age 2. EHS participation operated as a buffer on each of these associations. Implications for screening for child physical abuse potential and the constructs it represents in clinical settings as well as how EHS can promote family engagement are discussed.

García, J. L., Heckman, J. J., & Ziff, A. L. (2019). Early childhood education and crime. *Infant Mental Health Journal, 40*(1), 141–151.

This article presents new evidence on the crime-reducing impacts of a high-quality, intensive early childhood program with long-term follow-up, evaluated by a randomized controlled trial. Proportionately, more women than men decrease their criminal activity after participating in the program. This gender difference arises because of the worse home environments for girls, with corresponding greater scope for improvement by the program. For both genders, treatment effects are larger for the least-advantaged children, as measured by their mother's education at baseline. The dollar value of the social cost of criminal activity averted is higher for men because they commit more costly violent crimes.

ECI New Audiovisuals

Early interventions for pediatric occupational and physical therapy: a lecture. 6 min. 2015. Streaming video.
This video seminar offers strategies and guidelines for working with pediatric therapy patients. It discusses therapy for preemies after discharge, therapies that help toddlers who display atypical development, and interventions for head and trunk control and to facilitate transitional movements. Please contact the Library for login and password access.

Secret life of babies. 47 min. (DD0821).
What can a baby see and hear? How does a baby explore the world? Why can they swim underwater? How do they communicate? And why do toddlers have temper tantrums? The first three years are the most important of a human's entire life. It's when we learn to walk, talk, and socialize. But as an adult, baby behavior is both mystifying and fascinating. Using special filming techniques, this program reveals the natural history of a baby starting with newborns and follows their growth and development as they become toddlers.

ECI New Books

And yet we rise. David Borden, 2017. (WS 107.5 B728 2017 ECI).
Meditative, humorous, and raw, this graphic novel dives into the hidden world of care-giving. It explores the beauty and heartbreak with frankness and humanity. If you live long enough, a loved one will become disabled. However, honest information is rare. This book tackles the hard questions: How do you care for someone who won't get better? How do you deal with feelings of grief and relief at the same time? This book calls to anyone who knows desperation, loneliness, or sorrow. It packs a powerful message: Not everything must be fixed and, in fact, even significant disability is normal and natural, not to be feared or fought, but embraced as an integral part of the human experience.

Assessment of autism spectrum disorder. 2018. (WS 350.8 P4 A846 ECI 2018).
Leading experts demonstrate how to craft a scientifically grounded profile of a child's strengths and difficulties, make a formal diagnosis, and use assessment data to guide individualized intervention in clinical and school settings. Chapters review instruments and approaches for evaluating specific areas of impairment in ASD and co-occurring emotional and behavioral disorders. Considerations in working with children of different ages are highlighted.

Autistic logistics: a parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges. Kate Wilde, 2015. (WS 350.8 P4 W671 2015 ECI).
This book offers clear, precise, step-by-step advice on bedtime, toilet training, tantrums, and other everyday challenges.

Emotional readiness: how early experience and mental health predict school success. Terrie Rose, 2013. (WS 350 R795 2013 ECI).
This book is a detailed and practical guide to understanding early childhood development with direct action implications for pediatricians, educators, community leaders, parents, and policymakers. The author helps the reader see from the baby's point of view. The author connects research on brain development with the critical roles of parents, child health, mental health, and community support.

Handbook of infant biopsychosocial development. 2015. (WS 350 H236 2015 ECI).
The first two years of life are a period of unparalleled growth and change. This book explores the ways in which genes, neurobiology, behavior, and environment interact and shape each other over time. The consequences of family stress, poverty, and other adversities are probed, and promising directions for prevention and intervention identified.

Handbook of infant mental health. 2019. (WS 350 Z41h 2019 ECI).
This book examines typical and atypical development from birth to the preschool years and identifies what works in helping children and families at risk. Experts explore neurobiological, family, and sociocultural factors in infant mental health, with a major focus on primary caregiving relationships. Risk factors for developmental problems are analyzed, and information on disorders and disabilities of early childhood is presented.

Maltreatment and toxic stress. 2018. (WA 320 M261 ECI 2018).
This book provides leadership and guidance to the field of early childhood intervention by creating a deeper understanding of maltreatment and illustrating evidence-based strategies to support families who have experienced maltreatment, trauma, poverty, and toxic stress.

Nurturing personal, social and emotional development in early childhood: a practical guide to understanding brain development and young children's behaviour. 2018. (WS 105.5 E5 G244 2018 ECI).
This book distills research and theory about brain development and behavior to provide practical guidance. It gives professionals the knowledge and understanding they need to reflect on their own practice and find the best course of action to support social emotional development in young children. From the perspective of neuroscience, it explores what can help or hinder development, considers why some children bite and why toddlers have tantrums. The author provides reflective practice case studies that urge practitioners in the field to reflect how well-intentioned actions may be misguided.

Social and emotional development in early intervention: a skills guide for working with children. Mona Delahooke, 2017. (WS 350 D333 2017 ECI).
This book provides practical methods so that all childhood providers can better support the social and emotional lives of children and families. Illustrated with worksheets, charts and handouts, this book provides tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors, and promote self-regulation.

Treating infants and young children impacted by trauma: interventions that promote healthy development. Joy D. Osofsky, 2017. (WA 320 OS83 2017 ECI).
This book distills the vast literature on childhood trauma and reviews what effects these traumatic experiences can have and which treatments are best suited for addressing them. It provides a detailed framework for selecting the most appropriate intervention based on specific criteria. Vivid case examples teach clinicians how to apply these treatments in real scenarios and support parents and caregivers as key attachment figures and sources of security in a child's life.

Video modeling: visual-based strategies to help people on the autism spectrum. Stephen Lockwood, 2018. (WS 350.8 P4 L817 2018 ECI).
Help your child to learn new skills and overcome existing barriers quickly and independently, regardless of age or ability. Video modeling is an effective method of teaching that uses recorded videos. With repetitive and consistent exposure to video models, success stories include: a child who would not brush his teeth, a teenager being acclimated to a new work environment, a four-year-old who has not developed proper play-skills, a child who would not engage with her teachers in class, and much more. Learn how, using only your smartphone, to create educational and beneficial material to help learners with autism increase independence, facilitate learning, and improve quality of life.

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Child Care Selected Audiovisuals

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

Child care solutions. 2002. (CR0020).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pre-K promise. 28 min. 2006. (DD0450).

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

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

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

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

Preschoolers. 28 min. 2008. (DD0334).

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

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

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

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

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

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

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

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

Child Care New Books

Caring for young children with special needs. Cindy Croft, 2017. (WS 107 C941 2017 ECI).
This quick guide gives you what you need to start working with children with special needs. Includes a look at: inclusion in early childhood programs, disability law, the framework of an inclusive program, and typical vs. atypical development. Several specific disabilities and special needs are covered, with definitions, common characteristics of children with these special needs, and strategies for adaptation to include all children in your program.

Developing empathy in the early years: a guide for practitioners. Helen Garnett, 2018. (LB 1139 G235 2018 ECI).
This practical guide supports the crucial development of empathy in young children through the provision of simple strategies and empathy building activities, enabling practitioners to help children become emotionally attuned, confident communicators and therefore happy, fulfilled learners.

Exceptional child: inclusion in early childhood education. K. Eileen Allen, 2015. (LC 4019.3 A427 2015 ECI).
This book discusses key approaches and tools needed to provide an optimal setting for young exceptional children with special needs and their families. Many checklists and forms are included for use within the classroom to aid teachers and caregivers in developing a developmentally appropriate environment.

Infants, toddlers, and caregivers: a curriculum of respectful, responsive, relationship-based care and education. Janet Gonzalez-Mena, 2018. (LB 1139 G643 2018 ECI).
This book provides practical information based on theoretical and research foundations that can be implemented in a variety of infant and toddler settings. With the impacts of school readiness and technology in early childhood education today, this text focuses on the value of free play, the development of self-reliance, and the importance of responsive, respectful interactions.

Leading anti-bias early childhood programs: a guide for change. Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI).
This book is a toolbox for building early childhood programs that foster sentiments of justice and fairness in leaders, teachers, and young children.

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Child Care Selected Books

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

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

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

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

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

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

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. Janet Gonzalez-
Mena, 2008. (LB 1139.3 G643d 2008 ECI).

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

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).

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).

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).

Guiding young children. 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).

Infant and toddler development and responsive program planning: a relationship-based approach. 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).

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

Learning games: 12-24 months: the Abecedarian curriculum. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736a 2006 ECI).

Learning games: 24-36 months: the Abecedarian curriculum. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736b 2005 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).

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).

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).

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

Child Care Selected Books (continued)

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).

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

**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).

Inclusion and Transition Selected Audiovisuals

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

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

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

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

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

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

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

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

Inclusion & Transition Selected Books

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).

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).

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

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

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

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

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

Consultation in early childhood settings. Virginia Buysse, 2005. (LB 1775.6 B992c 2005 ECI).

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

Early childhood intervention: shaping the future for children with special needs and their families. Christina Groark, 2011. (LC 4019.3 G873e 2011 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. Eileen K. Allen, 2015. (LC 4019.3 A427 2015 ECI).

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

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).

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

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

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

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

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).

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

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).

Inclusion & Transition 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.

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 Alasuu-tari, 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 foundational topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field. This book invites the reader to develop a personal philosophy of early childhood education or caregiving and an identity as an early educator, in order to build a sufficient foundation for continual growth as a teacher.

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.

Handbook of early childhood special education. Brian Reichow, 2016.
This handbook discusses early childhood special education, with particular 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. 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.

Roots and wings: affirming culture in early childhood programs. Stacey York, 2003.
This book presents a practical introduction to multicultural and anti-bias issues for those who work with children and families in early childhood settings. Theory and practice are blended in the included activities, examples, and staff training recommendations.

Inclusion & Transition eBooks (continued)

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.

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.

Inclusion and Transition 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. See https://www.researchconnections.org/childcare/

Early Childhood Education Training: In these online modules for teachers, you will learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion. https://www.connectmodules.dec-sped.org/

"Ensuring Quality Care for Children with Disabilities and Complex Health and Emotional Needs": This workshop explores 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. https://www.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 http://eclkc.ohs.acf.hhs.gov/hslc.

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

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