



ECI Library Matters

Child Care, Inclusion, and Transition (updated)

This month, we are featuring library resources on child care, inclusion, and transition. For a complete selection, please go to the library's catalog at www.texashealthlibrary.com.

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Early Childhood Report – Vol. 29 (11) November 2018

Journal of Early Intervention - Vol. 40 (4) December 2018

Topics in Early Childhood Special Education - Vol. 38 (3) November 2018

Child care: selected audiovisuals - Access these titles and many more via the library catalog at www.texashealthlibrary.com.

Child care: selected books - Access these titles and many more via the library catalog at www.texashealthlibrary.com.

Inclusion and transition: selected audiovisuals - Access these titles and many more via the library catalog at www.texashealthlibrary.com.

Inclusion and transition: selected books - Access these titles and many more via the library catalog at www.texashealthlibrary.com.

Child care, inclusion, or transition: selected eBooks - Access these and many more EBSCO eBooks to read on your computer or device. Contact the library for the passwords.

Child care, inclusion, or transition: selected websites - A current selection of ECI websites featured for ease of access.

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USEFUL INFORMATION

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Implementation of Arkansas's initiative to reduce suspension and expulsion of young children. p. 317.

Conners-Edge NA, Rose A, Honeycutt D, McKelvey L, Swindle T, Courson D, Forsman JA.

Prevalence of feeding problems in young children with and without Autism spectrum disorder: a chart review study. p. 335.

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Using propensity score weighting to reduce selection bias in large-scale data sets. p. 347.

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Dialogic reading and adapted dialogic reading with preschoolers with autism spectrum disorder. p. 363.

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Topics in Early Childhood Special Education - November 2018

Topics in Early Childhood Special Education topical issue on "research to practice in maltreatment, trauma, and toxic stress". p. 132.

Corr C, Barton EE.

The role of preschool as a point of intervention and prevention for trauma-exposed children: recommendations for practice, policy, and research. p. 134. Loomis AM.

A pilot study of universal teacher-child interaction training at a therapeutic preschool for young maltreated children. p.46.

Kanine RM, Jackson Y, Huffhines L, Barnett A, Stone KJ.

Parents reporting adverse childhood experiences among young children with disabilities: informing systems transformation. p. 162.

Zeng S, Hu Xi.

Transforming early intervention screening, evaluation, assessment, and collaboration practices: increasing eligibility for children impacted by trauma. p. 174.

Adrihan SA, Winchell BN, Greene SJ.

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).

Hightscope 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).

NEW! 50 strategies for communicating and working with diverse families.

Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI).

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

Applying implementation science in early childhood programs and systems.

Tamara Halle, 2013. (LB 1139.35 C64 H35 2013 ECI).

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).

Child care: selected books (continued)

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. Hearn, 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).

NEW! 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).

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.

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

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

NEW! 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. It includes bibliographical references and index.

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).

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

Child care: selected books (continued)

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).

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

This book provides a comprehensive critical review of contemporary thinking, evidence and practice in early childhood development within the contexts of family, school, community, and society at large.

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).

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).

NEW! Blending practices for all children. 2014. (LC 4019.3 B647 2014 ECI). This book provides perspectives on blended practices for all young children served in inclusive settings. It discusses adapting lesson plans for preschoolers, delivering individualized instruction during classroom activities, preparing professionals to support children of diverse abilities, and more.

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).

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

This book provides guidance to families and professionals about the most effective ways to improve learning outcomes and promote development of young children, birth through age 5, who have, or are at-risk for, developmental delays or disabilities. It offers multiple ways to implement effective practices across the settings in which children grow and learn.

NEW! The exceptional child: inclusion in early childhood education.

Eileen K. 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.

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).

Inclusion and transition: selected books (continued)

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).

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

Child care, inclusion, and transition: selected e-books

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 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 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.

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.

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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. See <https://www.researchconnections.org/childcare/>

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

“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: <http://www.pacer.org/parent/php/php-c158.pdf>.

Questions regarding the American with Disabilities Act (ADA), Title III (Title 3) and Child Day Care Operations. See http://www.dfps.state.tx.us/Child_Care/Information_for_Providers/faq_ada.asp.

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