

DISABILITIES AND AT-RISK FACTORS [4000]

Telesis Productions

And Then Came John: The Story of John McGough

PUBLISHER: Mendocino, CA: Telesis Productions, 1987, video: 36 min.
 GENERAL NOTE: Portrait of the life story of John McGough from his birth with Down Syndrome 30 years ago, through societal rejection and prejudice in urban America, to his accomplishments as an artist, musician and much loved personality with the warm, acceptance and support of a small community on the Northern CA coast.
 WEBSITE: www.telesisproductions.visualnet.com

Widerstrom, Anne H.; Mowder, Barbara A.; Sandall, Susan R.

At-Risk and Handicapped Newborns and Infants: Development, Assessment, and Intervention

PUBLISHER: Englewood Cliffs, NJ: Prentice Hall, 1991, 322 pp.
 GENERAL NOTE: Addresses the need for information about at-risk newborns and infants useful to various professionals representing multiple disciplines involved in early intervention.
 WEBSITE: www.prenticehall.com

Ramey, C.

At Risk Does Not Mean Doomed

PUBLISHER: Birmingham, AL: Civitan International Research Center, 1992, 21 pp.
 GENERAL NOTE: Gives research findings from three early intervention programs showing gains in cognitive and academic achievement and demonstrating that certain types of children are in greater need of early intervention than others.
 WEBSITE: www.circ.uab.edu

Harel, Shaul

The At-Risk Infant: Psycho/Socio/Medical Aspects

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1985, 407 pp.
 GENERAL NOTE: Papers from Second International Workshop on the "At-Risk" Infant held in Jerusalem emphasize preventive and therapeutic approaches and basic research findings on ecological factors that foster development of high-risk infants and children. Includes prenatal and perinatal periods and addresses issue of the relationship between at-risk condition of some infants and at-risk state of their parents.
 WEBSITE: www.brookespublishing.com

Concept Media

Attention Deficit/Hyperactivity Disorder

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 30 min.
 GENERAL NOTE: Covers signs of AD/HD including inattention, hyperactivity and impulsivity. Discusses causes, treatment, interventions, medicines and parent education.
 WEBSITE: www.conceptmedia.com

DeBear, Kirsten

Be Quiet, Marina!

PUBLISHER: New York, NY: Star Bright Books, 2001, 40 pp.
 GENERAL NOTE: For children, tells true story of four-year-old girls, one with Down syndrome and one with cerebral palsy, who learn to play together and eventually become best friends.
 WEBSITE: www.starbrightbooks.com

United Cerebral Palsy Association

Cerebral Palsy: Facts and Figures

PUBLISHER: New York, NY: United Cerebral Palsy Association, 1989, 2 pp.
 GENERAL NOTE: Information sheet on the general effects, causes, types and the number of children and adults with cerebral palsy. Includes brief information on prevention, costs, treatment approaches and services available.
 WEBSITE: www.ucp.org

Gershoff, Elizabeth Thompson; Aber, J. Lawrence; Raver, C. Cybele

Child Poverty in the U.S.: An Evidence-Based Conceptual Framework for Programs and Policies

PUBLISHER: New York, NY: National Center for Children in Poverty, 2001, 40 pp.
 GENERAL NOTE: Considers effect of poverty on children. Defines poverty, describes ways in which poverty is operationalized, identifies toll that poverty takes on well-being of children. Develops framework to consider ways U.S. has attempted to address poverty's effects on children through diverse family- and child-focused federal programs, and identifies obstacles to effective child poverty-reduction programs.
 WEBSITE: www.nccp.org

Greenspan, Stanley I.; Wieder, Serena

The Child with Special Needs: Encouraging Intellectual and Emotional Growth

PUBLISHER: Reading, MA: Perseus Books, 1998, 506 pp.
 GENERAL NOTE: Provides understanding of all kinds of disabilities, including autism, PDD, language and speech problems, Down syndrome, cerebral palsy, and ADD, and specific ways of helping children extend their intellectual and emotional potential.
 WEBSITE: www.perseusbooksgroup.com/perseus/home.jsp

Batshaw, Mark L., ed.

Children with Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 960 pp.
 GENERAL NOTE: Covers genetics, heredity, pre- and postnatal development, specific disabilities, family roles, intervention, substance abuse, HIV and AIDS, Down syndrome, fragile X syndrome, behavior management, transitions to adulthood, and health care. Gives causes of many conditions that can lead to developmental disabilities. Includes appendices.
 WEBSITE: www.brookespublishing.com

Interdisciplinary Council on Developmental and Learning Disorders (ICDL)

Clinical Practice Guidelines: Redefining the Standards of Care for Children with Special Needs

PUBLISHER: Bethesda, MD: ICDL, 2000, 54 pp.
 GENERAL NOTE: Covers best practice approaches to working with children with unique developmental disorders. Authors include Stanley Greenspan, T. Berry Brazelton, Serena Wieder and Rebecca Shahmoon Shanok.
 WEBSITE: www.icdl.com

San Diego Regional Center for the Developmentally Disabled

Datos Sobre Defectos Natales

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1988, pamphlet
 GENERAL NOTE: In Spanish, parent oriented booklet follows question and answer format to discuss birth defects, genetic disorders, and prenatal diagnosis and includes a birth defect prevention check list.
 WEBSITE: www.sdrc.org

Strong, Marlene

Definition of Developmental Delay and High Risk Factors Study, Final Report: Proposed Definitions

PUBLISHER: Oakland, CA: Berkeley Planning Associates, 1990, 124 pp.
GENERAL NOTE: Final report presenting alternative definitions building on information collected during earlier study tasks.

Strong, Marlene

Definition of Developmental Delay and High Risk Factors Study, Final Report: Appendix Volume

PUBLISHER: Oakland, CA: Berkeley Planning Associates, 1990, 379 pp.
GENERAL NOTE: Examines possible definitions of conditions that would make infants and toddlers, and their families, eligible for Part H services. Describes existing programs currently offered by state departments participating in the Part H planning process.
WEBSITE: www.berkeleypolicyassociates.com

Fils, David H.

The Developmental Disabilities Handbook

PUBLISHER: Los Angeles, CA, Western Psychological Services, 1980, 55 pp.
GENERAL NOTE: Gives information on mental retardation, epilepsy, autism, cerebral palsy, and other developmental disabilities for professionals and paraprofessionals, including case illustrations.
WEBSITE: www.wpspublish.com/Inetpub4/index.htm

Wenger, Barbara L.; Kaye, H. Stephen; LaPlante, Mitchell P

Disabilities Among Children

PUBLISHER: San Francisco, CA: Disability Statistics Rehabilitation Research and Training Center, Univ. of CA, San Francisco, 1996, 4 pp.
GENERAL NOTE: Gives statistics on disabilities among children.
WEBSITE: http://dsc.ucsf.edu

National Information Center for Children and Youth with Disabilities (NICHCY)

Disabilities That Qualify Children and Youth for Special Education Services under the Individuals with Disabilities Education Act (IDEA)

PUBLISHER: Washington, DC: NICHCY, 1997, 2 pp.
GENERAL NOTE: Gives definitions of disabling conditions under the IDEA, and discusses services available to infants, toddlers and preschoolers through the IDEA.
WEBSITE: www.nichcy.org

The Infant Health and Development Program

Enhancing the Outcomes of Low-Birth-Weight, Premature Infants: A Multisite, Randomized Trial

PUBLISHER: Washington, DC: Journal of the American Medical Association, 1990, 263(22), 6 pp.
GENERAL NOTE: Gives comparison of programs providing solely medical follow-up with those offering medical follow-up, family support and an educational curriculum.
WEBSITE: http://jama.ama-assn.org

Ward, Michael J.; Arkell, Robert N.; Dahl, Harry G.; Wise, James H.

Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People

PUBLISHER: Reston, VA: Council for Exceptional Children, 1980, 78 pp.
GENERAL NOTE: Designed as experiential learning strategy to assist individual or group toward a fuller appreciation of the needs, desires, and frustrations as well as the joys in accomplishment, of a disabled individual.
WEBSITE: www.cec.sped.org

United Cerebral Palsy Association

Everyday Someone with Cerebral Palsy Breaks a Record

PUBLISHER: New York, NY: United Cerebral Palsy Association, pamphlet
GENERAL NOTE: Provides an overview of cerebral palsy, its cause, treatments, resources and research in the field.
WEBSITE: www.ucp.org

Hellmuth, J., ed.

Exceptional Infant: The Normal Infant - Vol. I

PUBLISHER: Seattle, WA: Special Child Publications, 1967, 568 pp.
GENERAL NOTE: Collection of essays discusses normal and atypical development, early learning, assessment and evaluation, infant curriculum, temperament and emotional, social, behavioral, sensorimotor and perceptual development.
WEBSITE: www.specialchild.com/index.html

Dixson, Barbara

Facts About Birth Defects

PUBLISHER: San Diego, CA: San Diego Regional Center, 1981, pamphlet
GENERAL NOTE: Parent oriented, follows question and answer format to discuss birth defects, genetic disorders, and prenatal diagnosis and includes a birth defects prevention checklist.
WEBSITE: www.sdrcc.org

San Diego Regional Center for the Developmentally Disabled

Facts About High Risk Infants Birth to Age 3

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1981, pamphlet
GENERAL NOTE: Gives answers to common questions regarding high risk infants and other resource information.
WEBSITE: www.sdrcc.org

San Diego Regional Center for the Developmentally Disabled

Facts About Prenatal Diagnosis

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1981, pamphlet
GENERAL NOTE: Gives answers to common questions regarding prenatal diagnosis and other resource information.
WEBSITE: www.sdrcc.org

San Diego Regional Center for the Developmentally Disabled

Facts About Prenatal Nutrition

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1981, pamphlet
GENERAL NOTE: Gives answers to common questions regarding prenatal nutrition and other resource information.
WEBSITE: www.sdrcc.org

San Diego Regional Center for the Developmentally Disabled

Facts About Rubella and its effects during pregnancy

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1981, pamphlet
GENERAL NOTE: Gives answers to common questions regarding rubella and includes resource information.
WEBSITE: www.sdrcc.org

San Diego Regional Center for the Developmentally Disabled

Facts About Tay-Sachs Disease

PUBLISHER: San Diego, CA: San Diego Regional Center for the Developmentally Disabled, 1981, pamphlet
GENERAL NOTE: Gives answers to common questions regarding Tay-Sachs disease and other resource information.
WEBSITE: www.sdrcc.org

Bailey, Donald B.; Skinner, Debra; Hatton, Deborah; Roberts, Jane

Family Experiences and Factors Associated with the Diagnosis of Fragile X Syndrome

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(5), 7 pp.

GENERAL NOTE: Discusses study of mothers of young boys with fragile X syndrome to determine the process by which they learned their child had fragile X syndrome. Parents as good observers of their children's development should express concerns to their pediatrician, to obtain regular and earlier general screening procedures to document developmental delay at an earlier age to facilitate earlier entry into early intervention programs.

WEBSITE: www.jrnldbp.com

The National Fragile X Foundation

Fragile X Syndrome: The Basics

PUBLISHER: Denver, CO: The National Fragile X Foundation, 4 pp.

GENERAL NOTE: Describes Fragile X condition and genetic linkage and transmission, characteristics, diagnostic criteria and procedures. Provide national resource and organizational information.

WEBSITE: www.fragilex.org

Perinatal Substance Abuse Coalition

Give Your Baby A Fighting Chance: Alcohol, Drugs and You

PUBLISHER: Redding, CA: Perinatal Substance Abuse Coalition of Shasta, Siskiyou, Tehama and Trinity Counties, 4 pp.

GENERAL NOTE: Describes how alcohol and other drugs can affect a woman and her baby during pregnancy.

Diagnostic Evaluation Task Force of the Preschool Services Planning Commission

Guide to Conditions Which Place Children at Developmental Risk

PUBLISHER: Nashville, TN: TN Children's Services Commission, 1985, 98 pp.

GENERAL NOTE: Gives help to early childhood personnel to understand handicapping conditions in very young children, to recognize potential problems that jeopardize development, and to make appropriate referrals for confirmatory diagnosis, treatment, and other early interventions.

WEBSITE: www.state.tn.us/tccy

Wills, Patty

Hand In Hand: Disability Awareness Kit

PUBLISHER: Sacramento, CA: San Juan Unified School District, 1989, 2 manuals: 156 pp.; 102 pp.; 3 videos: 29 min. each; 1 audiotape; brochures

GENERAL NOTE: Provides comprehensive disability awareness program for K-8 including curriculum, teacher's guide, and videotapes. Designed to reduce stereotypes and support integration of students with disabilities. Provides information and exposure to adaptive devices, opportunity to interact and socialize with children and adults with disabilities.

WEBSITE: www.sanjuan.edu

Field, Tiffany Martini, ed.

High Risk Infants and Children: Adult and Peer Interactions

PUBLISHER: New York, NY: Academic Press, 1980, 387 pp.

GENERAL NOTE: Discusses early development and behaviors of young children from abusive or neglectful families and those with visual, language, social-emotional and cognitive impairments, autism, developmental delays, medical and feeding problems. Includes implications for mainstreaming and early intervention.

WEBSITE: www.academicpress.com

Rossetti, Louis

High-Risk Infants: Identification, Assessment, and Intervention

PUBLISHER: Boston, MA: College Hill Press, 1986, 154 pp.

GENERAL NOTE: Reviews knowledge about normal and high-risk infant development, describes approaches to assessment, discusses parental concerns, and how to use the early intervention process.

WEBSITE: www.collegehillpress.co.uk/home.html

Lavoie, Richard D.

How Difficult Can This Be? F.A.T. City Workshop (Frustration, Anger and Tension)

PUBLISHER: Alexandria, VA: PBS Video, 1989, video: 70 min.; booklet: 22 pp.

GENERAL NOTE: Allows viewers to understand learning disabilities firsthand in showing how children with learning disabilities encounter and experience much frustration, anxiety, and tension in their daily lives.

WEBSITE: www.pbs.org

Pathway Awareness Foundation

If You See Any of These Warning Signs

PUBLISHER: Chicago, IL: Pathway Awareness Foundation, 1990, pamphlets

GENERAL NOTE: Parent oriented, includes illustrations of developmental milestones, parent descriptions of delayed or unusual developmental patterns and resources for parent support and early intervention services. Available in English and Spanish.

WEBSITE: www.pathwaysawareness.org

Bricker, D.

Infants At Risk

PUBLISHER: Eugene, OR: Center on Human Development Early Intervention Program, Univ. of Oregon, 1990, 21 pp.

GENERAL NOTE: Gives general principles for designing communication intervention programs for infants who have developmental problems or who are at risk for developing problems. Focuses on infant-caregiver transactions and the infant's development of functional communication skills. Includes a series of sequential training activities applicable to a wide range of caregivers and infants whose communicative exchanges are inappropriate or unrewarding.

WEBSITE: http://ucedd.uoregon.edu

Hegstad, Howard

Introduction to Your Child Who Has a Behavior Problem

PUBLISHER: Redmond, WA: Medic Publishing Co., 1983, 14 pp.

GENERAL NOTE: Provides information for parents of a child with behavior problems. Answers common questions about various problems with ideas about understanding and behavior management strategies.

Edit Point Video of Central New York, Inc.

KidAbility

PUBLISHER: Cicero, NY: Program Development Associates, 1999, video: 25 min.

GENERAL NOTE: Closed captioned, fosters sensitivity toward others and acceptance of people with disabilities. Provides general disability etiquette guidelines.

WEBSITE: www.pdassoc.com

National Information Center for Children and Youth with Disabilities (NICHCY)

Learning Disabilities

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources and organizations on learning disabilities.

WEBSITE: www.nichcy.org

Gan, Carole F., ed.

Matrix: Parents and Researchers Join Forces to Form M.I.N.D. Institute

PUBLISHER: Davis, CA: UC Davis School of Medicine and Medical Center, 1999, 6(2), 12 pp.

GENERAL NOTE: Newsletter discusses institute bringing together researchers, clinicians, educators, parents and children to investigate a wide range of neurodevelopmental disorders, from autism to learning disabilities.

WEBSITE: www.ucdmc.ucdavis.edu

Ensher, Gail L.; Clark, David A.

Newborns at Risk: Medical Care and Psychoeducational Intervention

PUBLISHER: Rockville, MD: Aspen Publications, 1986, 317 pp.

GENERAL NOTE: Discusses newborns at risk, babies of exceedingly low birthweight, infants suffering from the birth process or various diseases and syndromes, and infants abused by chemical or by parental smoking and drinking, injured by their social origin, by insufficient nutrition, perinatal care and environmental hazards.

WEBSITE: www.aspenpublishing.com

Hayes, Marnell L.

Oh Dear, Somebody Said "Learning Disabilities!" A Book for Teachers and Parents

PUBLISHER: Novato, CA: Academic Therapy Publications, 1975, 89 pp.

GENERAL NOTE: Explores learning disabilities as learning differences, and ways to apply to education of all children, from preschool up.

WEBSITE: www.aspenpublishing.com

Bloom, Freddy

Our Deaf Children into the 80s

PUBLISHER: Surrey, England: Gresham Books, 1978, 148 pp.

GENERAL NOTE: Gives information, data and family focused ideas on parenting children with hearing impairments.

WEBSITE: www.gresham-books.co.uk

Schuyler, Valerie S., et al.

Parent-Infant Communication: A Program of Clinical and Home Training for Parents and Hearing Impaired Infants, Vol. I

PUBLISHER: Portland, OR: Infant Hearing Resource, 1985, 149 pp.

GENERAL NOTE: Outlines curriculum for hearing impaired infant or young child, 0-4 yrs., and their parents, and describes auditory, communication and language development. Provides instructional objectives, background information and related activities for parents and professionals.

WEBSITE: www.oregon.gov/DHS/ph/ch/hearing/index.shtml

Schuyler, Valerie S., et al.

Parent-Infant Communication: A Program of Clinical and Home Training for Parents and Hearing Impaired Infants, Parent Handouts and Record Sheets – Vol. 2

PUBLISHER: Portland, OR: Infant Hearing Resource, 1985, 182 pp.

GENERAL NOTE: Gives parent handouts and record sheets for curriculum (Vol. 1) for hearing impaired infant and young child (0-4yrs.) and their parents. Describes auditory, communication and language development and provides instructional objectives background information and related activities for parents and professionals.

WEBSITE: www.oregon.gov/DHS/ph/ch/hearing/index.shtml

Seljeskog, Edward

A Parent's Guide to Spina Bifida

PUBLISHER: Minneapolis, MN: Univ. of Minnesota Press, 1988, 93 pp.

GENERAL NOTE: Describes the condition, causative factors, symptoms, associated disabilities and concerns. Discusses medical, educational and developmental issues, independence, and strategies for support.

WEBSITE: www.upress.umn.edu

Moller, Karlind T.

A Parents' Guide to Cleft Lip and Palate

PUBLISHER: Minneapolis, MN: University of Minnesota Press, 1990, 131 pp.

GENERAL NOTE: Information and case histories describe the different types of cleft causes, surgical treatments; approaches to feeding, hearing and speech/language development; dental issues; social-emotional considerations, counseling, terms, and offer resources information and other references.

WEBSITE: www.upress.umn.edu

Guralnick, Michael J.; Heiser, Karen E.; Eaton, Antoinette P.; Bennett, Forrest C.; Richardson, H. Burt; Groom, Joseph M.

Pediatrician's Perceptions of the Effectiveness of Early Intervention for At-Risk and Handicapped Children

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 1988, 9(1), 7 pp.

GENERAL NOTE: Results of study show early intervention produces effect on children's general development and function; and substantially improved family's ability to cope with at-risk child and provide supportive environment.

WEBSITE: www.jrnldbp.com

Freeman, John M., ed.

Prenatal and Perinatal Factors Associated with Brain Disorders

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, 1985, 457 pp.

GENERAL NOTE: Gives overview of risk factors for mental retardation, cerebral palsy, and epilepsy, and the risk for later neurological handicap for an infant with a perinatal problem. Discusses etiology of a given neurologic dysfunction, and how to assess the severity of neurologic damage for an individual baby. Outlines strategies for research.

WEBSITE: www.hhs.gov

Perez, Kathy, et al.

Project C.A.R.E. Children Are Really Exceptional: Understanding Individual Differences

PUBLISHER: El Cerrito, CA: Richmond Unified School District, Division of Special Services, 1982, 60 pp.

GENERAL NOTE: Provides disability awareness information covering severely impaired, visually impaired, hearing impaired, physically impaired, and learning disabled.

WEBSITE: www.wccusd.k12.ca.us/index.shtml

Denti, Lou

Project LEAD: Leaders in Enhancing Awareness of Disabilities

PUBLISHER: Riverside, CA: Riverside Co. Office of Education, 1989, 2 manuals: 315 pp.; 275 pp.; 3 videos: 70 min.; 58 min.; 11 min.

GENERAL NOTE: Disability awareness curriculum for a school-wide DA day, using staff meeting, then peer facilitators from 5th/6th grade to foster understanding and acceptance of individual differences and handicapped conditions.

WEBSITE: www.rcoe.k12.ca.us

Reed, Kathlyn L.; Zukas, Rhona Reiss, ed.

Quick Reference to Occupational Therapy

PUBLISHER: Gaithersburg, MD: Aspen Publishers, Inc., 2000, 1,006 pp.
 GENERAL NOTE: Provides information about disorders or conditions seen in occupational therapy practice. Includes developmental, sensory, nervous system, and cardiopulmonary disorders, injuries, musculoskeletal system, systemic disorders, immunologic and infectious diseases, skin disorders, cognitive-perceptual disorders and mental disorders.
 WEBSITE: www.aspenpublishing.com

Sameroff, Arnold J.; Chandler, Michael J.

Reproductive Risk and the Continuum of Caretaking Casualty

PUBLISHER: Chicago, IL: University of Chicago Press, 1975, 30 pp.
 GENERAL NOTE: From book "Review of Child Development Research," reviews research on the identification of variables that increase the risk that a child will have a poor developmental outcome. Discusses early perinatal difficulties, socioeconomic and familial factors in producing emotional difficulties and intellectual retardation, effects of deviant caretaking behavior and the temperament of the abused child.
 WEBSITE: www.press.uchicago.edu

Kupper, Lisa, ed.

Resources You Can Use: Disability Awareness

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 2003, 12 pp.
 GENERAL NOTE: Provides sample of selected materials available from different organizations, in five categories: curriculum, books, children's books, videos, and posters and other merchandise.
 WEBSITE: www.nichcy.org

Lickliter, Robert

The Role of Sensory Stimulation in Perinatal Development: Insights from Comparative Research for Care of the High-Risk Infant

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(6), 11 pp.
 GENERAL NOTE: Reviews research drawn from comparative developmental psychology and psychobiology on perinatal perceptual development and explores how it can inform research and practice concerned with the developmentally appropriate care of the high-risk infant.
 WEBSITE: www.jrmldbp.com

Montgomery, Patricia; Richter, Eileen

Sensorimotor Integration for Developmentally Disabled Children: A Handbook

PUBLISHER: Los Angeles, CA: Western Psychological Services, 1980, 91 pp.
 GENERAL NOTE: Presents program based on principles of sensorimotor integration and techniques of intervention developed by occupational and physical therapists, designed to improve sensory integrative functions specifically for developmentally delayed children.
 WEBSITE: www.wpspublish.com/Inetpub4/index.htm

Dunst, Carl J.

Social Support and Positive Functioning in Families of Developmentally At Risk Preschoolers

PUBLISHER: Morganton, NC: Family, Infant and Preschool Program, 1987, 26 pp.
 GENERAL NOTE: Discusses types of support related to various types of family outcomes in parent, family, and child functioning.

UCLA Infant and Family Services Program

Special Care for Special Babies

PUBLISHER: Los Angeles, CA: UCLA Infant and Family Services Program, brochure
 GENERAL NOTE: Developed to better understand the infant and how to care for a baby with special needs. Information includes, signs and symptoms, health problems, feeding, caregiving, taking care of yourself, development, and play activities. Available in English and Spanish.
 WEBSITE: www.ucla.edu

Watkins, Ruth

Specific Language Impairments in Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1994, 196 pp.
 GENERAL NOTE: Focuses on innovative research on genetic factors affecting language development and language impairments; categories of speech and language impairments; cognitive and social abilities of children with language difficulties and early identification of reading disabilities.
 WEBSITE: www.brookespublishing.com

National Assoc. for the Education of Young Children (NAEYC)

Toys: Tools for Learning

PUBLISHER: Washington, DC: NAEYC, 1985, brochure
 GENERAL NOTE: Unfolds into small poster and includes information on learning through play, choosing toys and developmentally appropriate play activities.
 WEBSITE: www.naeyc.org

Kaye, H. Stephen; LaPlante, Mitchell P.; Carlson, Dawn; Wenger, Barbara L.

Trends in Disability Rates in the United States, 1970-1994

PUBLISHER: San Francisco, CA: Disability Statistics Rehabilitation Research and Training Center, Univ. of CA, San Francisco, 1996, 6 pp.
 GENERAL NOTE: Presents data showing trends contributing to increasing overall prevalence of disability: a gradual rise, due largely to demographic shifts associated with an aging population, as well as a rapid increase that has taken place during the past several years, due to greater numbers of children and young adults reported as having disabilities.
 WEBSITE: http://dsc.ucsf.edu

Blackman, James

Warning Signals: Basic Criteria for Tracking At-Risk Infants and Toddlers

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1992, 12 pp.
 GENERAL NOTE: Provides basic criteria for identifying and providing follow-up for at-risk infants and toddlers.
 WEBSITE: www.medicalhomeinfo.org

Channing L. Bete Co., Inc.

What Everyone Should Know About Cerebral Palsy

PUBLISHER: So. Deerfield, MA: Channing L. Bete Co., Inc., 1977, 15 pp.
 GENERAL NOTE: Illustrated pamphlet defines cerebral palsy and describes possible effects, symptoms, types and support resources.
 WEBSITE: www.channing-bete.com

Channing L. Bete Co., Inc.

What Everyone Should Know About Fetal Alcohol Effects

PUBLISHER: South Deerfield, MA: Channing L. Bete Co., Inc., 1983, 15 pp.
 GENERAL NOTE: Illustrated pamphlet provides an explanation of how the fetus is affected by alcohol during each stage of pregnancy, disabilities associated with fetal alcohol syndrome and alternatives to drinking.
 WEBSITE: www.channing-bete.com

United Cerebral Palsy Association

What is Cerebral Palsy

PUBLISHER: New York, NY: United Cerebral Palsy Association, pamphlet

GENERAL NOTE: Provides an overview of the condition, causes, treatments, resources and research in the field.

WEBSITE: www.ucp.org

Batshaw, Mark L., ed.

When Your Child Has A Disability: The Complete Sourcebook of Daily and Medical Care

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 496 pp.

GENERAL NOTE: Gives overview of health care system and practical coverage of developmental disabilities, and accompanying special needs, in children. Discusses medical and educational issues and detailed coverage of daily and long-term care requirements of specific disabilities, including mental retardation, autism, hearing impairment, Down syndrome, visual impairment, communication disorders, seizure disorders, spina bifida, ADHD, cerebral palsy, and genetic syndromes. Includes information on nutrition, dental care, legal rights and benefits, and the transition to adulthood, and information on development and commonly used medications.

WEBSITE: www.brookespublishing.com

March of Dimes Foundation

Your Special Child

PUBLISHER: White Plains, NY: March of Dimes Foundation, 9 pp.

GENERAL NOTE: Parent oriented, describes common feelings and questions related to having a child with a disability or birth defect and includes ideas for support resources.

WEBSITE: www.marchofdimes.com

DISABILITIES AND AT-RISK FACTORS: [40 | 0] Prematurity

VandenBerg, Kathleen A.

Behaviorally Supportive Care for the Extremely Premature Infant

PUBLISHER: Des Plaines, IL: Technology PFGs Neonatal Network, 1990, 15 pp.

GENERAL NOTE: Describes behavioral repertoire and developmental needs of the very low-birthweight infant in order to provide caregivers with strategies to meet developmental needs and support and enhance recovery.

Lawhon, G.;

Developmental Care of the Very Low Birth Weight Infant

PUBLISHER: Alexandria, VA: Journal of Perinatal and Neonatal Nursing, 1988, 10 pp.

GENERAL NOTE: Discusses how the nurse plays a vital role in assessing and reducing stress within the neonatal environment, and teaching parents to recognize and understand stress and its impact on the infant.

WEBSITE: www.lww.com/product/?0893-2190

Pokorni, Judith

The Growing Premie: Developmental Intervention in the Hospital

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, video: 12 min.

GENERAL NOTE: Presents ways to promote sleep, encourage alert times, reduce fussiness and facilitate feeding in the growing premie.

WEBSITE: http://gucchd.georgetown.edu

Parent-Infant Resource Center

The Impact of Having a Very Low Birthweight Baby

PUBLISHER: Atlanta, GA: Gillett Communications of Atlanta, Inc., 1991, video: 16 min.

GENERAL NOTE: Women with varied socio-economic and cultural backgrounds discuss how they dealt with the birth of their very-low-birthweight infants and what methods they developed to care for them.

WEBSITE: www.childdevelopmentmedia.com/highlight2.cfm?product_id=176 - 57k -

Als, Heidelise, et al.

Individualized Behavioral and Environmental Care for the Very Low Birth Weight Preterm Infant at High Risk for Bronchopulmonary Dysplasia: Neonatal Intensive Care Unit and Developmental Outcome

PUBLISHER: Elk Grove Village, IL: American Academy of Pediatrics, 1986 78(6), 10 pp.

GENERAL NOTE: Hypothesizes that the respiratory and functional states of the very low birth weight infant with bronchiopulmonary dysplasia can be improved in the neonatal intensive care unit by prevention of inappropriate sensory input.

WEBSITE: www.aap.org

Centerwall, Willard R.

Introduction to Your Child Who Has Low Birth Weight

PUBLISHER: Redmond, WA: Medic Publishing Co., 1987, 24 pp.

GENERAL NOTE: Answers common questions about various problems with ideas about understanding and caring for infant management.

Msall, Michael, ed.

Kindergarten Readiness After Extreme Prematurity

PUBLISHER: Chicago, IL: American Journal of Diseases of Children (AJDC), 1992, 5 pp.

GENERAL NOTE: Discusses school readiness study on children who were born extremely prematurely. Finds that half of those high risk children may need special education upon reaching kindergarten.

MORE Family Resource Center

LaGuarderia del Cuidado Intensiva Neonatal: Una Guia de los padres

PUBLISHER: San Mateo, CA: MORE Family Resource Center, packet of flyers and brochures

GENERAL NOTE: Gives introductory packet on the neonatal intensive care nursery with listings of resources helpful to parents.

Lawhon, G.

Management of Stress in Premature Infants

PUBLISHER: Boston, MA: Blackwell Scientific Publications, 1986, 10 pp.

GENERAL NOTE: Summarizes trends in neonatal nursing care and the move toward a more developmentally supportive model of primary nursing practice. Discusses theory of infant development as one model that can become an integral basis for the planning and implementation of nursing care.

WEBSITE: www.blackwellpublishing.com

MORE Family Resource Center

Neonatal Intensive Care Nursery: A Parents' Guide

PUBLISHER: San Mateo, CA: MORE Family Resource Center, packet of flyers and brochures

GENERAL NOTE: Gives introductory packet on the neonatal intensive care nursery with listings of resources helpful to parents.

Hynan, M.

The Pain of Premature Parents: A Psychological Guide for Coping

PUBLISHER: Lanham, MD: United Press of America, 1987, 93 pp.
GENERAL NOTE: Helps parents adjust to having a premature baby.

Pokorni, Judith

Parenting the Growing Premie

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, video: 9 min.
GENERAL NOTE: Provides parents an overview of premie development, encourages handling and interaction with their hospitalized infant and prepares them for discharge.
WEBSITE: <http://gucchd.georgetown.edu>

Brigham and Women's Hospital

Prematurely Yours

PUBLISHER: Boston, MA: Polymorph Films, 1983, video: 15 min.
GENERAL NOTE: Visual account of what a parent can expect from their premature infant.
WEBSITE: www.brighamandwomens.org

Pokorni, Judith

The Premie and the NICU Environment

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, video: 16 min.
GENERAL NOTE: Discusses a premie's stress, self-comforting behaviors, and ways to reduce excessive stimulation and facilitate self-comforting in the NICU.
WEBSITE: <http://gucchd.georgetown.edu>

Pokorni, Judith

Premie Development: An Overview

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, video: 14 min.
GENERAL NOTE: Discusses the stages of premie development, behavioral states, physiological and motor responses and attentional reactions.
WEBSITE: <http://gucchd.georgetown.edu>

Als, Heidelise; Children's Hospital Harvard Medical School

A Synactive Model of Neonatal Behavioral Organization: Framework for the Assessment of Neurobehavioral Development in the Premature Infant and for Support of Infants and Parents in the Neonatal Intensive Care Environment

PUBLISHER: New York, NY: Haworth Press, 1986, 51 pp.
GENERAL NOTE: Outlines synactive model of development and discusses avenues for the observation of the brain's function via the behavior displayed by the infant.
WEBSITE: www.haworthpress.com

Hussey-Gardner, Brenda

Understanding My Signals

PUBLISHER: Palo Alto, CA: VORT Publications, 1996, booklets: 16 pp.; user's guide: 15 pp.
GENERAL NOTE: Photo booklets written from the infants' point of view to help parents learn to recognize and respond to their baby's behavioral signals. Available in English and Spanish.
WEBSITE: www.vort.com

Sell, Elsa J.

Your Baby and You: Understanding Your Baby's Behavior

PUBLISHER: Tucson, AZ: Communication Skills Builders, 1992, video: 24 min.; booklet: 49 pp.
GENERAL NOTE: For those who care for early-born infants in a newborn intensive care unit, provides developmental information and shows how it can be integrated with intensive medical and nursing care. Available in Spanish and English on same videotape.
WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Valley Parents Support Group

Your Special Infant's Baby Book

PUBLISHER: Sherman Oaks, CA: Valley Parents Support Group, 1984, 40 pp.
GENERAL NOTE: Deals with concerns of parents with child in a neonatal intensive care nursery. Includes glossary, charts, record pages, and resources.

DISABILITIES AND AT-RISK FACTORS: [4020]
Fetal Alcohol Syndrome

Clarren, Sterling K.

Alcohol's Effects on Development

PUBLISHER: Seattle, WA: FAS Diagnosis and Prevention Network, Univ. of WA, 1997, 11 pp.
GENERAL NOTE: Discusses recommended complex multidisciplinary assessments and treatment planning. Includes FAS Diagnostic Evaluation Form which measures organic brain dysfunction.
WEBSITE: <http://depts.washington.edu/fasdpn/index.htm>

National Organization on Fetal Alcohol Syndrome

Ask Me About FASD

PUBLISHER: Washington, DC: National Organization on Fetal Alcohol Syndrome, 2004, 8 pp.
GENERAL NOTE: Discusses fetal alcohol syndrome disorders. Includes listing of state resources for California and FAS-related links.
WEBSITE: www.nofas.org

Dorris, Michael

The Broken Cord

PUBLISHER: New York, NY: Harper Collins Publisher, 1989, 284 pp.
GENERAL NOTE: Describes a father's experience with his son who has Fetal Alcohol Syndrome.
WEBSITE: www.harpercollins.com

Rosentreter, Paul

The Early Years

PUBLISHER: Evanston, IL: AGC Educational Media, 1997, video: 20 min.
GENERAL NOTE: Stresses that for a child with fetal alcohol syndrome (FAS) or fetal alcohol effects (FAE), early intervention is the key to helping them reach full potential, and importance of developing a routine, communicating feelings, playing and paying attention to the child, and preparing for school years.
WEBSITE: www.unitedlearning.com

Abel, Ernest L.

Fetal Alcohol Abuse Syndrome

PUBLISHER: New York, NY: Plenum Press, 1998, 271 pp.
GENERAL NOTE: Examines adoption of new definition for the disorder, also other associated dysfunctions, such as SIDS, cerebral palsy, sleep disorders, motor dysfunction, mental retardation and autism.

National Center on Birth Defects and Developmental Disabilities

Fetal Alcohol Information

PUBLISHER: Atlanta, GA: Center for Disease Control and Prevention, 2004, 8 pp.

GENERAL NOTE: Answers questions about fetal alcohol syndrome, discusses alcohol use and pregnancy, and living and monitoring fetal alcohol syndrome.

WEBSITE: www.cdc.gov

Hanson, David J.

Fetal Alcohol Syndrome

PUBLISHER: Potsdam, NY: State University of New York, 2002, 13 pp.

GENERAL NOTE: Discusses fetal alcohol syndrome (FAS), consumption of alcohol during pregnancy, who is at greatest risk of giving birth to a child with fetal alcohol syndrome, and research into reducing FAS. Includes extensive listing of references.

WEBSITE: www.suny.edu

Streissguth, Ann

Fetal Alcohol Syndrome: A Guide for Families and Communities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 334 pp.

GENERAL NOTE: Explains how to identify FAS and fetal alcohol effects (FAE), work with children, talk with parents, educate prospective mothers and society at large.

WEBSITE: www.brookespublishing.com

Visions Video Productions

Fetal Alcohol Syndrome and Effects: What's the Difference?

PUBLISHER: Evanston, IL: Visions Video, 1991, video: 23 min.

GENERAL NOTE: Looks at psychological effects of FAS and FAE, and behavioral problems that can arise. Discusses damage alcohol can do and differences and similarities between FAS and FAE.

WEBSITE: www.visions-video.com

Riley, Ed

Fetal Alcohol Syndrome (FAS) and Other Substance Exposure Issues

PUBLISHER: San Diego, CA: CA Early Intervention Technical Assistance Network / CA Dept. of Developmental Services, 2004, 20 pp.

GENERAL NOTE: From Sixth Annual Conference of Early Start Family Resource Centers and Networks, provides foundational information on possible effects of substance exposure on brain development and early bonding. Discusses considerations in providing parent to parent support, including differences between supporting birth parents and adoptive parents of children prenatally exposed.

WEBSITE: <http://dds.cahwnet.gov>

McKinney, Vicky, et al.

Fetal Alcohol Syndrome (FAS) Family Resource Institute

PUBLISHER: Lynnwood, WA: FAS Family Resource Institute, 1997, 67 pp.; brochures: 3; newsletter: 1

GENERAL NOTE: Gives information the organization supplies to parents and other professionals in the identification, understanding, and care of individuals disabled by prenatal alcohol exposure.

WEBSITE: www.fetalalcoholsyndrome.org

Trocchi, Karen B.

Fetal Alcohol Syndrome: The Impact on Children's Ability To Learn

PUBLISHER: Washington, DC: National Health/Education Consortium and the Institute for Educational Leadership, 1994, 34 pp.

GENERAL NOTE: Reports on the effects on development of children whose mothers drink during pregnancy. Emphasizes the importance of identifying and intervening with these children. Provides bibliography of resources.

Sobell, M.B., et al.

Motivational Intervention to Reduce Alcohol-Exposed Pregnancies – Florida, Texas, and Virginia, 1997-2001

PUBLISHER: Atlanta, GA: Center for Disease Control and Prevention, 2003, 5 pp.

GENERAL NOTE: Describes the association between baseline drinking measures and the success women have achieved in reducing their risk for an alcohol-exposed pregnancy.

WEBSITE: www.cdc.gov

Podolsky, Doug M., ed.; Ronan, Laura, ed.

My Baby ... Strong and Healthy: Preventing Alcohol-Related Birth Defects: Alcohol

PUBLISHER: Birth and Research World Reprint: Rockville, MD, National Institute on Alcohol Abuse and Alcoholism, 1985, 10(1), 77 pp.

GENERAL NOTE: Reprint of issue surveying knowledge of effects of alcohol on pregnancy outcome and screening and prevention strategies developed in the area of alcohol-related birth defects, including community-based comprehensive planning.

WEBSITE: www.niaaa.nih.gov

Select Committee on Perinatal Alcohol and Drug Use

Perinatal Alcohol and Drug Use: Strategies for Prevention, Intervention and Treatment

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1991, 25 pp.

GENERAL NOTE: Gives recommendations for strategies to achieve positive health outcomes for women and children while building and strengthening an environment for women to obtain both perinatal care and alcohol and drug treatment and recovery services.

WEBSITE: www.adp.cahwnet.gov

Mattson, S.; Riley, E.

Prenatal Exposure to Alcohol: What the Images Reveal

PUBLISHER: Springfield, IL: Prevention Forum, 1997, 3 pp.

GENERAL NOTE: Gives analysis of studies done on children with fetal alcohol syndrome (FAS) or prenatal exposure to alcohol (PEA) using magnetic resonance imaging (MRI) techniques. Shows results can be range of structural brain abnormalities.

WEBSITE: www.prevention.org/ForumMagazine/default.asp

DeLuca, John R., et al.

Preventing Fetal Alcohol Effects: A Practical Guide for Ob/Gyn Physicians and Nurses

PUBLISHER: Washington, DC: National Institute on Alcohol Abuse and Alcoholism, 1981, 20 pp.

GENERAL NOTE: Gives information designed to assist healthcare professionals in identifying patients who are subject to health hazards associated with alcohol consumption during pregnancy.

WEBSITE: www.niaaa.nih.gov

Channing L. Bete., Inc.

What Everyone Should Know About Fetal Alcohol Effects

PUBLISHER: South Deerfield, MA, Channing L. Bete., Inc., 1983, 15 pp.
 GENERAL NOTE: Illustrated pamphlet provides an explanation of how the fetus is affected by alcohol during each stage of pregnancy, disabilities associated with fetal alcohol syndrome and alternatives to drinking.
 WEBSITE: www.channing-bete.com

DISABILITIES AND AT-RISK FACTORS: [4030]
Prenatal Drug Exposure

CA Dept. of Children's Services

Assessment Guide for Release to Relative for Infants Prenatally Exposed to Drugs

PUBLISHER: Los Angeles, CA: County of Los Angeles, 1988, 2 pp.
 GENERAL NOTE: Gives worksheet to assess caretaker for risk factor levels and matrix describing risk factors.
 WEBSITE: http://lacounty.info

San Francisco Dept. of Social Services

The Baby Moms Program Manual: AIDS

PUBLISHER: San Francisco, CA: San Francisco Dept. of Social Services, 1993, 202 pp.
 GENERAL NOTE: Manual on foster care for infants and children who are medically fragile, drug exposed and/or HIV positive. Informational topics include model program history, operation and policies, foster parent caregivers, infants, evaluation instruments, and extensive bibliography.
 WEBSITE: www.sfgov.org

Western Regional Resource Center

Building Solutions for Educational Services

PUBLISHER: Eugene, OR: Western Regional Resource Center, 1991, 380 pp.
 GENERAL NOTE: Informational update on substance abuse related to special education and early intervention. Format includes essential issues lists, statistics and strategies, and exemplary articles.
 WEBSITE: http://wrrc.uoregon.edu

Connor, Kim

California's Drug-Exposed Babies: Undiscovered, Unreported, Underserved – A County-by-County Survey

PUBLISHER: Sacramento, CA: CA Senate Office of Research, 1990, 70 pp.
 GENERAL NOTE: Gives data on number of drug-exposed infants referred to child welfare services agencies and identifies what happens once they are referred.
 WEBSITE: www.sen.ca.gov/sor

Howard, J.

The Development of Young Children of Substance-Abusing Parents: Insights from Seven Years of Intervention and Research

PUBLISHER: Washington, DC: Zero to Three, 1989, 9(5), 5 pp.
 GENERAL NOTE: Gives research on the developmental sequence of prenatal drug exposure and the effects of being reared in a substance-abusing family.
 WEBSITE: www.zerotothree.org

Hsi, A.C.; Clarke, J.; Bouchard, B.

Developmental Outcomes of Infants and Young Children with Prenatal Alcohol- and Drug-Exposure

PUBLISHER: Albuquerque, NM: University of New Mexico, 1996, 31 pp.
 GENERAL NOTE: Discusses variables affecting development outcomes of children prenatally exposed to substances and implications for early intervention.
 WEBSITE: www.unm.edu

Program Operations Division, Office of Perinatal Substance Abuse
Directory of Publicly Funded Alcohol and Other Drug Treatment and Recovery Programs for Women with Children in California Counties

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1999, 22 pp.
 GENERAL NOTE: Gives alphabetically by county listing of all alcohol and drug treatment and recovery programs that receive either Perinatal State General funds, federal Substance Abuse Prevention and Treatment Block Grant funds, or Prenatal Drug/Medi-Cal funds.
 WEBSITE: www.adp.cahwnet.gov

Jessup, Marty, ed.

Drug Dependency in Pregnancy: Managing Withdrawal

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 1992, 322 pp.
 GENERAL NOTE: In-depth look at medical management for withdrawal from psychoactive drugs in pregnant woman.
 WEBSITE: www.dhs.ca.gov

Van Dyke, D.

Fetal Drug Exposure and Its Possible Implication for Learning in the Preschool and School-Age Population

PUBLISHER: Austin, TX: Journal of Learning Disabilities, 1990, 23(3), 4 pp.
 GENERAL NOTE: Gives information on the effects of alcohol, cocaine and PCP on the children born to women who took these drugs during their pregnancies.
 WEBSITE: www.ingentaconnect.com/content/proedcw/jld

Center for the Future of Children

The Future of Children: Drug Exposed Infants

PUBLISHER: Los Altos, CA: The David and Lucile Packard Foundation, 1991, 1(1), 120 pp.
 GENERAL NOTE: Addresses issues related to drug exposed infants and their families, covering medical, health, developmental, legal, social, ethical and economic implications of this increasing problem.
 WEBSITE: www.foundations.org/grantmakers.html

National Adoption Information Clearinghouse

Hot Topic: Drug-Exposed Children

PUBLISHER: Washington, DC: National Adoption Information Clearinghouse, 2000, 3 pp.
 GENERAL NOTE: Discusses research in the area of drug exposed children that shows positive outcomes for prenatally drug exposed children and parent, adoptive parent, and caretaker training can improve the chances for these families.
 WEBSITE: http://naic.acf.hhs.gov

CA Dept. of Children's Services

How to Assess for Release to Relative for Infants Prenatally Exposed to Drugs: Module D-2

PUBLISHER: Sacramento, CA: CA Dept. of Children's Services, 4 pp.
 GENERAL NOTE: Provides CSW with detailed information about how to make complete and thorough assessments of a relative when considering his/her home as a possible placement for an infant who has been prenatally exposed to drugs.
 WEBSITE: www.cde.ca.gov/sp/cd

de Ridder, Ellen, ed.

Infants and Toddlers Program: Program for Families with Infants and Toddlers Prenatally Exposed to Drugs (FITPED)

PUBLISHER: Los Angeles, CA: LA Unified School Dist., Division of Special Education, 1991, 49 pp.
 GENERAL NOTE: Gives overview of program to enhance development of infants prenatally exposed to drugs with family focus for positive family/child interaction. Includes checklists and resource list.
 WEBSITE: <http://dse-web.lausd.k12.ca.us>

CA Dept. of Children's Services

Infants Prenatally Exposed to Drugs: Module D-1

PUBLISHER: Sacramento, CA: CA Dept. of Children's Services, 4 pp.
 GENERAL NOTE: Discusses assessment and risk factors in referrals on drug/alcohol-affected newborns.
 WEBSITE: www.cde.ca.gov/sp/cd

Kralik, Marie; McBride, Linda; Clark, Helen

Just Kids: A Practical Guide for Working with Children Prenatally Substance-Exposed

PUBLISHER: Sacramento, CA: CA Dept. of Education/Shasta Co. Office of Education, 1993, videos: 29 min.; manual: 210 pp.; guide: 72 pp.
 GENERAL NOTE: Gives strategies to meet the needs of at-risk prenatally substance exposed children in child care and preschool programs. Includes videos in Spanish and English, staff training manual and a reference guide.
 WEBSITE: www.cde.ca.gov, www.shastacoe.org

Podolsky, Doug M., ed.; Ronan, Laura, ed.

My Baby...Strong and Healthy: Preventing Alcohol-Related Birth Defects: Alcohol Health and Research World Reprint

PUBLISHER: Rockville, MD: National Institute on Alcohol Abuse and Alcoholism, 1985, 10(1), 77 pp.
 GENERAL NOTE: Reprint of issue surveying knowledge of effects of alcohol on pregnancy outcome and screening and prevention strategies developed in the area of alcohol-related birth defects, including community-based comprehensive planning.
 WEBSITE: www.niaaa.nih.gov

National Association of State Directors of Special Education (NASDSE)

NASDSE Action Seminar: Infants Exposed in Utero to AIDS, Alcohol, Drugs

PUBLISHER: Washington, DC: NASDSE, 1989, 12 pp.
 GENERAL NOTE: Summary of information presented at a 1989 seminar, focuses on the effects of prenatal exposure to AIDS, alcohol, and drugs, and makes recommendations.
 WEBSITE: www.nasdse.org

Wilson, Maureen

The Open Arms Baby Book

PUBLISHER: Pasadena, CA: Open Arms Family Support Network, 1994, 22 pp.
 GENERAL NOTE: Discusses how drugs and alcohol affect the fetus and the health and development of the young child, gives techniques for improving the sleep, feeding, emotional attachment and developmental patterns. Written for parents, foster parents, and other caregivers.

CA Health and Welfare Agency

Options for Recovery: A Report on Services for Alcohol and Drug Abusing Pregnant Women and Their Infants

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1992, 46 pp.
 GENERAL NOTE: Describes project designed to demonstrate and examine methods to reduce or prevent the effects of alcohol and drug use on pregnant and parenting women and their infants.
 WEBSITE: www.adp.cahwnet.gov

Brindis, Claire; Clayson, Zoe C.

Options for Recovery: Final Evaluation Report

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1994, 366 pp.
 GENERAL NOTE: Presents findings of approach to meeting needs of substance involved pregnant and nursing women and their infants. Provides information on diverse service needs of these women across various health and social service agencies, and showcases the success of inter-agency collaboration. Executive Summary of 14 pages also available.
 WEBSITE: www.adp.cahwnet.gov

Resource Center

Perinatal Services Network Guidelines - Fall 1997

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1997, 21 pp.
 GENERAL NOTE: Describes the perinatal program requirements and governing citations from legislative codes. Lists the continuum of treatment modalities and service options that can be provided with perinatal funding.
 WEBSITE: www.adp.cahwnet.gov

Espy, Kimberly Andrews; Francis, David J.; Riese, Marilyn L

Prenatal Cocaine Exposure and Prematurity: Neurodevelopmental Growth

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(4), 9 pp.
 GENERAL NOTE: Examines longitudinally the consequences of prematurity and prenatal cocaine exposure on neurobehavior and physical growth of cocaine-exposed and non-exposed preterm neonates.
 WEBSITE: www.jrnldbp.com

Lesar, Sharon

Prenatal Cocaine Exposure: The Challenge to Education

PUBLISHER: San Diego, CA: Singular Publishing Co., 1992, 15 pp.
 GENERAL NOTE: Research overview giving implications and recommendations for early intervention services.
 WEBSITE: www.delmarhealthcare.com

Corkery, L.

Prenatal Exposure to Drugs of Abuse: What We Know and Don't Know About Developmental Outcomes

PUBLISHER: Rockville, MD: Newsletter of the Clearinghouse for Drug Exposed Children, 1992, 3(1), 10 pp.
 GENERAL NOTE: Reviews and summarizes representative outcome studies examining longitudinal effects of prenatal drug exposure.

Univ. of CA, Los Angeles, Dept. of Pediatrics

**Prenatal Substance Abuse:
The Threat and the Challenge**

PUBLISHER: Los Angeles, CA: Zellerbach Family Fund, 1989, video: 21 min.

GENERAL NOTE: Shows infants exposed to a variety of drugs before birth and their consequences as experts from pediatrics, education, social services and infant psychology discuss the problems of medically fragile infants and the implications for public policy and services

WEBSITE: www.zellerbachfamilyfoundation.org

Vega, William A., et al.

Profile of Alcohol and Drug Use During Pregnancy in California, 1992: Perinatal Substance Exposure Study Summary of Procedures and Findings

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1993, 7 pp.

GENERAL NOTE: Presents statistics and estimates of material drug and alcohol use in California and future implications.

WEBSITE: www.adp.cahwnet.gov

Vega, William A., et al.

Profile of Alcohol and Drug Use During Pregnancy in California, 1992: Perinatal Substance Exposure Study

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1993, 338 pp.

GENERAL NOTE: Provides 1992 estimate of prevalence of drug exposure by specific drug type for the State of California and major regions within the state. Contrasts perinatal substance exposure prevalence for subgroups of geographic region, socioeconomic level, race/ethnicity, and other key sociodemographic descriptors. Provides basis for program evaluation, special studies, and clinical or community based interventions.

WEBSITE: www.adp.cahwnet.gov

Edelstein, S.; Kropenske, Vickie; Howard, Judy

Project T.E.A.M.S.: Training, Education, and Management Skills

PUBLISHER: Washington, DC: Social Work, 1990, 35(4), 6 pp.

GENERAL NOTE: Discusses program addressing medical, developmental, environmental, and physical care needs of drug-exposed infants and toddlers; the special needs of their caregivers; and family dynamics and parenting issues.

WEBSITE: www.naswpress.org/publications/journals/social_work/swintro.html

Brady, Joanne

Risk and Reality: Teaching Preschool Children Affected by Substance Abuse

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, 1994, video: 30 min.; guide: 76 pp.; monograph: 67 pp.

GENERAL NOTE: Assistance for preschool teachers who work with young children affected by substance abuse, discusses creating a nurturing classroom, encouraging cooperative play, minimizing distractions and facilitating transitions, helping children manage their behavior, conducting ongoing assessment and building strong links with families.

WEBSITE: www.hhs.gov

Poulsen, Marie Kanne

Schools Meet the Challenge: Educational Needs of Children At Risk Due to Substance Exposure

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE), 1992, 52 pp.

GENERAL NOTE: For educators and service providers dealing with this growing population. Presents prenatal and neonatal risk factors, infant neurodevelopmental characteristics, and behavioral and learning risk factors of young children prenatally exposed. Discusses service delivery issues and describes successful comprehensive intervention programs used in two California districts.

WEBSITE: www.sonoma.edu/cihs

Project Support; Eden Center

Substances Most Commonly Abused During Pregnancy and Their Risks to Mother and Baby/Comforting Techniques for Your Baby

PUBLISHER: Los Angeles, CA: King/Drew Medical Center, 1974, 4 pp.

GENERAL NOTE: Describes four commonly abused substances, the risks to mother and baby, and discusses infant's symptoms and gives comforting techniques

WEBSITE: www.ladhs.org/mlk

Connor, Kim; Henderson, Jane, et al.

Task Force on Substance Exposed Infants: Final Report

PUBLISHER: Sacramento, CA: CA Legislature, 1990, 135 pp.

GENERAL NOTE: Documents interagency responses to perinatal substance abuse based on premise that early prevention and treatment is more effective than delayed intervention or punishment; effects of specific drug use during pregnancy; and summarizes known effects of perinatal substance abuse on children and on various systems which must cope with the problem, including Child Welfare Services. Gives recommendations including provision of more health based services.

WEBSITE: www.leginfo.ca.gov

Personnel Development for Infant Preschool Programs

Working with Prenatally Substance-Exposed Infants and Preschoolers and Their Families

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE), 1990, 4 pp.

GENERAL NOTE: Gives bibliography from the Special Education Innovation Institute training. Personnel Development Infant Preschool Programs, University Affiliated Program at Children's Hospital, Los Angeles; and the Prenatal Substance Abuse Council of Los Angeles.

WEBSITE: www.sonoma.edu/cihs

Personnel Development for Infant Preschool Programs

Working with Prenatally Substance-Exposed Infants and Preschoolers and Their Families

PUBLISHER: San Diego, CA: Personnel Development for Infant Preschool Programs, 1989, 300+ pp.

GENERAL NOTE: Collection of articles used in course at the Special Education Innovation Institute (SEII), held at University of California, San Diego.

DISABILITIES AND AT-RISK FACTORS: [4040]
Specific Disabilities

Tourette Syndrome Association, Inc.

About Tourette Syndrome

PUBLISHER: Bayside, NY: Tourette Syndrome Association, Inc., 2000, 10 pp.

GENERAL NOTE: Gives overview of Tourette Syndrome (TS), answers frequently asked questions, and includes a glossary of TS terms.

WEBSITE: www.tsa-usa.org

Deford, Frank

Alex: The Life of a Child

PUBLISHER: Nashville, TN: Rutledge Hill Press, 1983, 151 pp.

GENERAL NOTE: Tells a father's recollection of his daughter's battle against the debilitating effects of cystic fibrosis. Includes postscript on how her family came to terms with the loss of a child and sister.

WEBSITE: www.thomasnelson.com/consumer/dept.asp?dept_id=220000&TopLevel_id=220000

Epilepsy Foundation of America

And Life Goes On: Severe Seizures on Early Childhood

PUBLISHER: Landover, MD: Epilepsy Foundation of America, 1990, video: 15 min.

GENERAL NOTE: Discusses seizure disorders in young children that are severe, difficult to control and associated with developmental delays. Parents talk about their children, day care issues and options, equipment, and support systems.

WEBSITE: www.epilepsyfoundation.org

Steiner, Sonya; Knight, Georgianne

Attention Deficit Disorder/Attention Deficit Disorder with Hyperactivity

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division/Resources in Special Education (RiSE), 1995, 47 pp.

GENERAL NOTE: Provides research, statutory information, and instructional strategies for educators to use with students with ADD and ADHD. Includes question and answer section and resource listing.

WEBSITE: www.cde.ca.gov

National Information Center for Children and Youth with Disabilities (NICHCY)

Attention-Deficit/Hyperactivity Disorder (AD/HD)

PUBLISHER: Washington, DC: NICHCY, 2000, 4 pp.

GENERAL NOTE: Describes AD/HD, its signs and treatment, and gives strategies for parents and teachers to help children with AD/HD.

WEBSITE: www.nichcy.org

Wodrich, David L.

Attention-Deficit/Hyperactivity Disorder (ADHD): What Every Parent Wants to Know

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 304 pp.

GENERAL NOTE: Addresses ADHD symptoms and diagnosis, medical interventions such as Ritalin, Adderall, and more, how health concerns affect diagnosis and treatment, instructional strategies, communication strategies, peer tutoring techniques, and using antecedent control to influence behavior.

WEBSITE: www.brookespublishing.com

Prader-Willi Syndrome Association

Aviso Medico: Síndrome de Prader-Willi

PUBLISHER: Camarillo, CA: CA Prader-Willi Syndrome Association, brochure

GENERAL NOTE: In Spanish, includes information on Prader-Willi Syndrome, educational suggestions and considerations for speech and language development.

WEBSITE: www.pwsausa.org

Stray-Gunderson, Karen, ed.

Babies With Down Syndrome: A New Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 1995, 346 pp.

GENERAL NOTE: Gives information for parents and professionals on Down syndrome, covering daily care, family life, early intervention, special education, and legal and medical issues.

WEBSITE: www.woodbinehouse.com

McDermott, Jeanne

Babyface: A Story of Heart and Bones

PUBLISHER: Bethesda, MD: Woodbine House, 2000, 277 pp.

GENERAL NOTE: Shares early experiences of a family whose second child was born with Apert syndrome, a genetic craniofacial condition.

WEBSITE: www.woodbinehouse.com

Stray-Gunderson, Karen, ed.

Bebes con Síndrome de Down: Guía para padres – Información básica para padres y familias

PUBLISHER: Bethesda, MD: Woodbine House, 1998, 353 pp.

GENERAL NOTE: Guía de información sobre el síndrome de Down, abarca las diversas situaciones que los padres y familias deben enfrentar, el cuidado diario, la vida en familia, la intervención temprana, la educación especial, así como asuntos médicos y legales. Gives information for parents and professionals on Down syndrome, covering daily care, family life, early intervention, special education, and legal and medical issues.

WEBSITE: www.woodbinehouse.com

Kanat, Jolie

Bittersweet Baby

PUBLISHER: Minneapolis, MN: CompCare Publishers, 1987, 151 pp.

GENERAL NOTE: Parent's personal experiences in journal accounting of the first year in the life of daughter born with Down syndrome.

McElroy, E., ed.

Children and Adolescents with Mental Illness: A Parent's Guide

PUBLISHER: Kensington, MD: Woodbine House, 1987, 220 pp.

GENERAL NOTE: Technical book for parents of mentally ill children include information on common illnesses, psychiatric hospitals, legal provisions for education and handling a suicide crisis.

WEBSITE: www.woodbinehouse.com

Geralis, Elaine

Children with Cerebral Palsy: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 1998, 493 pp.

GENERAL NOTE: Discusses what cerebral palsy is, family adjustments, medical concerns, development, therapy, early interventions, and legal rights and advocacy. Includes glossary, reading list, equipment suppliers, and resource guide. Includes latest treatments for seizures; medications for muscle spasticity and drooling; treatments for gastroesophageal reflux; communication devices and toys; advice on dealing with insurance companies; inclusion during preschool years and important changes to special education laws.

WEBSITE: www.woodbinehouse.com

Reisner, H., ed.

Children with Epilepsy: A Parent's Guide

PUBLISHER: Rockville, MD: Woodbine House, 1988, 314 pp.

GENERAL NOTE: Provides information on epilepsy, an understanding of topics including EEGs, adjustments, self-esteem, assessing special needs and legislative advocacy.

WEBSITE: www.woodbinehouse.com

Charkins, Hope

Children with Facial Difference: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 1996, 374 pp.

GENERAL NOTE: Discusses congenital craniofacial anomaly—a condition that affects the appearance and function of the head and face, and conditions such as cleft lip, cleft palate, and Treacher Collins, Apert, and Crouzon syndromes. Includes diagnostic process, interdisciplinary treatment approach, education, speech and language issues, and how to help emotional adjustment.

WEBSITE: www.woodbinehouse.com

Weber, Jayne Dixon, ed.

Children with Fragile X Syndrome: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 2000, 471 pp.

GENERAL NOTE: Discusses fragile X syndrome diagnosis, genetics and genetic counseling, medical concerns and treatment, daily care, parental emotions, family life, child development, education, legal rights and advocacy, and includes glossary and resource guide. Helps families adjust, understand their child's strengths and weaknesses, and know where to seek further help and expertise.

WEBSITE: www.woodbinehouse.com

Ski*Hi Institute, Hope Inc.

Children with Motor Impairments

PUBLISHER: Logan, UT: Utah State University, video: 60 min.

GENERAL NOTE: Describes and demonstrates handling, positioning, feeding and use of adaptive equipment for children with cerebral palsy.

WEBSITE: www.usu.edu

Lutkenhoff, Marlene, ed.

Children with Spina Bifida: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 1999, 417 pp.

GENERAL NOTE: Address concerns parents have about their child's condition and development, causes of spina bifida, prenatal diagnosis, coping with emotions, neurosurgery, urologic concerns, bowel management, orthopedic concerns, physical therapy, braces, and casts, childhood development, nurturing an emotionally healthy child, education and legal rights and insurance.

WEBSITE: www.woodbinehouse.com

Williamson, G. Gordon

Children with Spina Bifida: Early Intervention and Preschool Programming

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1987, 231 pp.

GENERAL NOTE: Provides comprehensive, practical guide for delivery of early intervention and preschool services to young children with spina bifida and their families. Covers developmental factors, activities of daily living, and special considerations for the classroom.

WEBSITE: www.brookespublishing.com

Haerle, Tracy, ed.

Children With Tourette Syndrome: A Parents' Guide

PUBLISHER: Kensington, MD: Woodbine House, 1992, 335 pp.

GENERAL NOTE: Discusses Tourette's Syndrome, giving information on treatments, daily life, child development and educational needs.

WEBSITE: www.woodbinehouse.com

Katz, Kathy S.; Pokorni, Judith L.

Chronically Ill and At Risk Infants: Family-Centered Intervention from Hospital to Home

PUBLISHER: Palo Alto, CA: VORT Corporation, 1989, 90 pp.

GENERAL NOTE: Gives overview of the Chronically Ill Infant Intervention (CIII) Project and information for an interdisciplinary team to design and implement an effective program to serve chronically ill infants from shortly after birth until they are ready to transition into community based early intervention programs. Includes neonatal intensive care, home, and pediatric intensive care.

WEBSITE: www.vort.com

Mercugliano, Marianne; Power, Thomas J.

The Clinician's Practical Guide to Attention-Deficit/Hyperactivity Disorder

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 368 pp.

GENERAL NOTE: Provides practical guidance on assessment, diagnosis, and treatment of attention disorders, and descriptive summaries of drug therapies that can be used to compare treatment options, anticipate drug interactions, identify symptoms of side effects, and determine appropriate dosages, from early childhood to adulthood.

WEBSITE: www.brookespublishing.com

Kumin, Libby

Communication Skills in Children with Down Syndrome: A Guide for Parents

PUBLISHER: Rockville, MD: Woodbine House, 1994, 241 pp.

GENERAL NOTE: Gives overview of key concepts and parent-oriented activities to promote development through play, parent-child interaction and daily activities.

WEBSITE: www.woodbinehouse.com

Parker, Steven

Congenital Rubella Syndrome: Health Care Challenges

PUBLISHER: Watertown, MA: Perkins School for the Blind, brochure

GENERAL NOTE: Provides information on the medical issues associated with congenital rubella syndrome (CRS).

WEBSITE: www.perkins.pvt.k12.ma.us/area.php?id=11

Wesley, Patricia W.; Dennis, Brenda C.

Developmental Disabilities

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina, 1998, 56 pp.

GENERAL NOTE: Discusses eligibility, identification, referral, definition of common disabilities, service delivery team members, developing and implementing the IEP, and NICHCY resource information sheets on ADD, autism, cerebral palsy, hearing impairments, Down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, speech/language disorders, spina bifida, traumatic brain injury, and visual impairments.

WEBSITE: www.fpg.unc.edu

Wesley, Patricia W.; Dennis, Brenda C.

Developmental Disabilities / Incapacidades del Desarrollo

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center / Kaplan Press, 1998, 56 pp. / 56 pp.

GENERAL NOTE: In English and Spanish, discusses eligibility, identification, referral, definition of common disabilities, service delivery team members, developing and implementing the IEP, and NICHCY resource information sheets on ADD, autism, cerebral palsy, hearing impairments, Down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, speech/language disorders, spina bifida, traumatic brain injury, and visual impairments.

WEBSITE: www.fpg.unc.edu, www.kaplan.com

Acosta, Phyllis B.

Diet Management of PKU for Infants and Preschool Children

PUBLISHER: Rockville, MD: U.S. Dept. of Health, Education and Welfare, 1978, 30 pp.

GENERAL NOTE: Provides information to nutritionists and dietitians on methods of diet management for children treated for phenylketonuria.

WEBSITE: www.acf.hhs.gov

National Information Center for Children and Youth with Disabilities (NICHCY)

Down Syndrome

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational and employment implications, and resources and organizations regarding Down syndrome.

WEBSITE: www.nichcy.org

Cunningham, Cliff

Down Syndrome: An Introduction for Parents

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 248 pp.

GENERAL NOTE: Gives overview for new parents of children with Down Syndrome. Explains medical details and gives advice on working with professionals, locating services and various treatment approaches.

WEBSITE: www.brooklinebooks.com

Centralized Dwarfism Resources

Dwarfism.org: Medical Resources and Dwarfism Related Organizations

PUBLISHER: Centralized Dwarfism Resources, 2000, 8 pp.

GENERAL NOTE: Gives listing of resources and websites for information on dwarfism.

WEBSITE: www.dwarfism.org

Shaywitz, Sally E.

Dyslexia

PUBLISHER: New York, NY: Scientific American, 1996, 275(5), 8 pp.

GENERAL NOTE: Discusses new model of dyslexia that emphasizes defects in the language-processing rather than the visual system.

WEBSITE: www.sciam.com

McCarney, Stephen B.; Johnson, Nancy W.

The Early Childhood Attention Deficit Disorders Intervention Manual

PUBLISHER: Columbia, MO: Hawthorne Educational Services, Inc., 1995, 147 pp.

GENERAL NOTE: Assessment tool gives goals, objectives, and a comprehensive collection of intervention strategies to help professionals manage the most common behavioral characteristics of attention-deficit/ hyperactivity disordered children.

WEBSITE: www.hes-inc.com/hes.cgi

Beals, Katharine

Early Intervention in Deafness and Autism: One Family's Experiences, Reflections, and Recommendations

PUBLISHER: Philadelphia, PA: Infants and Young Children, 2004, 17(4), 7 pp.

GENERAL NOTE: Describes family's experiences with the early intervention system in its treatment of their son, first diagnosed as deaf, later as autistic.

WEBSITE: www.iycjournal.com

McInerney, Maurice

Effective Practices for Educating Children with Attention Deficit Disorder: Lessons Learned from Research

PUBLISHER: Washington, DC: Chesapeake Institute, 3 pp.

GENERAL NOTE: Discusses strategies for students with ADD based on principles of effective education: academic instruction, behavior management, and classroom accommodations.

National Information Center for Children and Youth with Disabilities (NICHCY)

Epilepsy

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations on epilepsy. Available in English and Spanish.

WEBSITE: www.nichcy.org

Williams Syndrome Association

Facts About Williams Syndrome

PUBLISHER: Clawson, MI: Williams Syndrome Association, 1997, 4 pp.

GENERAL NOTE: Gives overview of Williams syndrome, including common features, cause, how it is diagnosed, care, and source for help available for families.

WEBSITE: www.williams-syndrome.org

Bennett, Carol J.

Giant Steps for Steven: A Disabled Boy Finds Independence

PUBLISHER: Chicago, IL: Spina Bifida Association of America, 1980, 32 pp.

GENERAL NOTE: Told from Steven's viewpoint, illustrated with photographs, shows how he takes on the usual tasks in growing, coping and achieving in daily life.

WEBSITE: www.sbaa.org

Nowicki, Jr., Stephen; Duke, Marshall P.

Helping the Child Who Doesn't Fit In

PUBLISHER: Atlanta, GA: Peachtree Publishers, 1992, 185 pp.

GENERAL NOTE: Discusses dyssemia, where nonverbal messages are not comprehended, and how to assess the extent of a child's problem where communication with others is misunderstood or misused and leads to painful social rejection.

WEBSITE: www.peachtree-online.com

Ski*Hi Institute

How Do We See?

PUBLISHER: Logan, UT: Utah State University, 1987, video: 20 min.

GENERAL NOTE: Parent discussion on how the eye sees and the sight of an 18 month old child with hydrocephaly and cerebral palsy.

WEBSITE: www.usu.edu

Rief, Sandra F.

How To Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity

PUBLISHER: West Nyack, NY: Center for Applied Research in Education, 1993, 256 pp.

GENERAL NOTE: Provides information, techniques, and strategies to help students with ADD/ADHD succeed, with application for all children who appear to have attention problems, learning disabilities, or are under-achieving.

Wesley, Patricia W.; Dennis, Brenda C.

Incapacidades del Desarrollo

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina, 1998, 56 pp.

GENERAL NOTE: In Spanish, discusses eligibility, identification, referral, definition of common disabilities, service delivery team members, developing and implementing the IEP, and NICHCY resource information sheets on ADD, autism, cerebral palsy, hearing impairments, Down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, speech/language disorders, spina bifida, traumatic brain injury, and visual impairments.

WEBSITE: www.fpg.unc.edu

National Information Center for Children and Youth with Disabilities (NICHCY)

Information on Specific Disabilities

PUBLISHER: Washington, DC: NICHCY, 2000, 34 pp.

GENERAL NOTE: Contains information on attention-deficit/hyperactivity disorder, autism/PDD, cerebral palsy, deafness and hearing loss, Down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, severe and/or multiple disabilities, speech and language disorders, spina bifida, visual impairments, and traumatic brain injury.

WEBSITE: www.nichcy.org

National Information Center for Children and Youth with Disabilities (NICHCY)

Information on Specific Disabilities - Spanish version

PUBLISHER: Washington, DC: NICHCY, 2000, 30 pp.

GENERAL NOTE: In Spanish, contains information on attention-deficit/hyperactivity disorder, autism/PDD, cerebral palsy, deafness and hearing loss, Down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, speech and language disorders, spina bifida, visual impairments, and traumatic brain injury. Includes listing of public agencies, and a listing of disabilities qualifying to receive special education services.

WEBSITE: www.nichcy.org

Wieder, Serena

Integrated Treatment Approaches for Young Children with Multisystem Developmental Disorder

PUBLISHER: Rockville, MD: Aspen Publishers, 1996, 11 pp.

GENERAL NOTE: Clinical description, case studies and research findings focus on characteristics, common developmental patterns and intervention strategies for children with pervasive developmental disorders, autistic-like behaviors and other difficulties in social-emotional and communication interaction.

WEBSITE: www.aspenpublishing.com

Kupper, Lisa

Interventions for Chronic Behavior Problems

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 1999, 8 pp.

GENERAL NOTE: Gives overview of research on promising interventions for children with a history of behavior problems.

WEBSITE: www.nichcy.org

Cunningham, James C.; Taussig, Lynn M.

An Introduction to Cystic Fibrosis for Patients and Families

PUBLISHER: Bethesda, MD: Cystic Fibrosis Foundation, 2003, 180 pp.

GENERAL NOTE: Gives definition and diagnosis information about cystic fibrosis (CF) to better understand CF and its treatment. Tells how CF affects the body and discusses living with CF. Appendices include medical words to know, and a resource listing.

WEBSITE: www.cff.org/home

Centerwall, Siegfried A.

Introduction to Helping Your Handicapped Child Through Play

PUBLISHER: Redmond, WA: Medic Publishing Co., 1983, 10 pp.

GENERAL NOTE: Answers common questions about causes, treatments, concerns and focuses on play and learning, for parents of children with a variety of disabilities.

Jones, Carroll J.

An Introduction to the Nature and Needs of Students with Mild Disabilities: Mild Mental Retardation, Behavior Disorders, and Learning Disabilities

PUBLISHER: Springfield, IL: Charles C. Thomas Publisher, Ltd., 1996, 283 pp.

GENERAL NOTE: Gives analysis of learning disabilities, mild mental retardation, and behavior disorders. Discusses historical, theoretical, and learning perspectives.

WEBSITE: www.cctomas.com

Centerwall, Willard R.

Introduction to Your Child Who Has a Cleft Lip and/or Cleft Palate

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 16 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of children with a cleft lip and/or cleft palate.

Centerwall, Willard R.

Introduction to Your Child Who Has a Clubfoot

PUBLISHER: Redmond, WA: Medic Publishing Co., 1989, 12 pp.

GENERAL NOTE: Answers common questions about various problems, causes, treatments and research, for parents of a child with a clubfoot.

Centerwall, Willard R.

An Introduction to Your Child Who Has a Congenital Heart Defect

PUBLISHER: Redmond, WA: Medic Publishing Co., 1991, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with a congenital heart defect.

Smith, Maxine M.

Introduction to Your Child Who Has a Learning Disability

PUBLISHER: Redmond, WA: Medic Publishing Co., 1991, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of a child with learning disabilities.

Centerwall, William R.

An Introduction to Your Child Who Has Achondroplasia

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with achondroplasia.

Linaweaver, W. E.

Introduction to Your Child Who Has Asthma

PUBLISHER: Redmond, WA: Medic Publishing Co., 88, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of a child with asthma.

Centerwall, Willard R.

An Introduction to Your Child Who Has Cystic Fibrosis

PUBLISHER: Redmond, WA: Medic Publishing Co., 1990, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with cystic fibrosis.

Centerwall, Willard R.

An Introduction to Your Child Who Has Diabetes

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 16 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with diabetes.

Centerwall, Siegfried A.

An Introduction to Your Child Who Has Down Syndrome

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 15 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with Down syndrome.

Schneider, Sanford

An Introduction to Your Child Who Has Epilepsy

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 16 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with epilepsy.

Centerwall, Willard R.

An Introduction to Your Child Who Has Hydrocephalus

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 12 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with hydrocephalus.

Centerwall, Willard R.

An Introduction to Your Child Who Has Hyperkinesia (ADHD)

PUBLISHER: Redmond, WA: Medic Publishing Co., 1988, 12 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with hyperkinesia, also called attention deficit hyperactivity disorder (ADHD).

Fowler, William M.

Introduction to Your Child Who Has Muscular Dystrophy

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of a child with muscular dystrophy.

Lipson, Mark H.

An Introduction to Your Child Who Has Neurofibromatosis

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 22 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with neurofibromatosis.

Centerwall, Siegfried A.

An Introduction to Your Child Who Has Phenylketonuria (PKU)

PUBLISHER: Redmond, WA: Medic Publishing Co., 1989, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with Phenylketonuria (PKU).

Centerwall, Willard R.

Introduction to Your Child Who Has Spina Bifida or Other Neural Tube Defect

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of a child with spina bifida or other neural tube defect.

Wallar, P. Harods

An Introduction to Your Child Who Has Strabismus

PUBLISHER: Redmond, WA: Medic Publishing Co., 1983, 12 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with strabismus (turned eyes).

Centerwall, Willard R.

An Introduction to Your Child Who Has Turner Syndrome

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 16 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with Turner Syndrome.

Stevens, Suzanne H.

The LD Child and the ADHD Child: Ways Parents and Professionals Can Help

PUBLISHER: Winston-Salem, NC: John F. Blair, Publisher, 2000, 279 pp.

GENERAL NOTE: Explains theories and research about ADHD in layman's terms, advises parents what to do when professional help is not available, examines type of help that can be expected from schools and therapists. Gives practical suggestions on how to become advocate for LD child. Offers options and alternatives to medication.

WEBSITE: www.blairpub.com

Lasher, Miriam G.; Mattick, Ilse

Mainstreaming Preschoolers: Children with Emotional Disturbance, A Guide for Teachers, Parents, and Others Who Work with Emotionally Disturbed Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 139 pp.

GENERAL NOTE: Mainstreaming guidelines for children with emotional and behavioral problems. Developed for Project Head start but applicable to all preschool program staff and parents.

Healy, Alfred; McAreavey, Paul

Mainstreaming Preschoolers: Children with Health Impairments, A Guide for Teachers, Parents, and Others Who Work with Health Impaired Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 125 pp.

GENERAL NOTE: Information on various health impairments and strategies for parents and teachers on promoting the child's development and mainstreaming in Head Start. Part of a series of manuals on mainstreaming and inclusion of young children with special needs in early childhood and preschool programs.

Hayden, Alice H.; Smith, Robert K.

Mainstreaming Preschoolers: Children with Learning Disabilities, A Guide for Teachers, Parents, and Others Who Work with Learning Disabled Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 127 pp.

GENERAL NOTE: Mainstreaming guidelines for children with learning disabilities. Developed for Project Head start but applicable to all preschool program staff and parents.

Fowler, Mary

Maybe You Know My Kid: A Parent's Guide to Identifying, Understanding and Helping Your Child with Attention Deficit Hyperactivity Disorder

PUBLISHER: New York, NY: Birch Lane Press Book, 1993, 239 pp.
 GENERAL NOTE: Discusses ADD and ADHD, covering the stages of infant, toddler, preschool, elementary, adolescence and adulthood in relation to these disabilities. Includes summary checklists to help identify specific behaviors.

Armstrong, Thomas

The Myth of the A.D.D. Child

PUBLISHER: New York, NY: Penguin Putnam, Inc., 1997, 329 pp.
 GENERAL NOTE: Offers practical, workable alternatives to the use of drugs in treating children's hyperactivity, with strategies to help youngsters overcome their attention and behavior problems. Includes checklist for determining appropriate strategies and resources.
 WEBSITE: www.penguinputnam.com

Kranowitz, Carol Stock

The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction

PUBLISHER: New York, NY: Berkeley Publishing Group, 1998, 351 pp.
 GENERAL NOTE: Tells how the tactile, vestibular and proprioceptive senses operate, asserts sensory integration dysfunction (SI Dysfunction) is best treated with occupational therapy rather than medication.

Pueschel, Siegfried M.

A Parent's Guide to Down Syndrome: Toward a Brighter Future

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 338 pp.
 GENERAL NOTE: Highlights developmental stages and shows advances that can improve a child's quality of life. Covers the Individuals with Disabilities Education Act (IDEA) 1997; innovative services, programs and support groups; the latest prenatal genetic testing methods; the impact of play on gross motor development; association of Down syndrome with other disorders such as Attention-Deficit/Hyperactivity Disorder (ADHD) and Pervasive Developmental Disorder (PDD).
 WEBSITE: www.brookespublishing.com

McCarney, Stephen B.; Johnson, Nancy W.

The Parent's Guide to Early Childhood Attention Deficit Disorders

PUBLISHER: Columbia, MO: Hawthorne Educational Services, Inc., 1995, 134 pp.
 GENERAL NOTE: Provides logical and useful suggestions for parents of children with ADHD to help manage their child's behavior at home and support their child's success at school.
 WEBSITE: www.hes-inc.com/hes.cgi

Lang, Mary Ann, et al.

Pathways to Independence: Orientation and Mobility Skills for Your Infant and Toddler

PUBLISHER: New York, NY: National Center for Vision and Child Development, 1989, 14 pp.
 GENERAL NOTE: Provides examples of activities to orient a child who is visually impaired regarding people and object location, to provide motivation and security to encourage moving out and acting in the community.

Scheeringa, Michael S.; Gaensbauer, Theodore J.

Post-Traumatic Stress Disorder

PUBLISHER: New York, NY: Guilford Publications, 2000, 13 pp.
 GENERAL NOTE: Presents information on posttraumatic stress disorder (PTSD) in infancy and early childhood from the last twenty years. Describes development of PTSD symptoms and the earliest stages of assessment.
 WEBSITE: www.guilford.com

California Prader-Willi Syndrome Project

Prader-Willi Syndrome: Basic Facts

PUBLISHER: Camarillo, CA: California Prader-Willi Syndrome Project, brochure
 GENERAL NOTE: Includes information on Prader-Willi Syndrome, educational suggestions and considerations for speech and language development.
 WEBSITE: www.pwsausa.org

Foundation for the Junior Blind/Infant-Family Program

Que Estas Tratando De Decirme? Comunicacion entre Padres e Hijos (What Are You Trying To Tell Me? Communication Between Parents and Children)

PUBLISHER: Los Angeles, CA: Foundation for the Junior Blind/Infant-Family Program, 1994, video: 11 min.; pamphlet; parent guides
 GENERAL NOTE: Developed specifically for and featuring Spanish speaking families of children with visual impairments and multiple disabilities. Video focuses on parents' ability to recognize, respond to and stimulate communication and interaction with their young child. Includes discussion guide and parent questionnaire in Spanish with English sub-titles.

Fewell, Rebecca R.; Ogura, Tamiko

The Relationship Between Play and Communication Skills in Young Children with Down Syndrome

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1997, 17(1), 16 pp.
 GENERAL NOTE: Investigates relationship of play scores and communication skills measured in two ways in Down syndrome children. Discusses implications for findings and team assessments.
 WEBSITE: www.proedinc.com/tec.html

Ayres, A. Jean

Sensory Integration and the Child

PUBLISHER: Los Angeles, CA: Western Psychological Services, 1998, 198 pp.
 GENERAL NOTE: Explains sensory integrative dysfunction, how to recognize it, and what to do about it.
 WEBSITE: www.wpspublish.com/Inetpub4/index.htm

National Center on Shaken Baby Syndrome

Shaken Baby Syndrome

PUBLISHER: Alexandria, VA: Brain Injury Association, 2001, 16 pp.
 GENERAL NOTE: Gives resource information from the internet on shaken baby syndrome. Includes websites.
 WEBSITE: www.biausa.org

Kaiser Permanente

Sickle Cell Trait: Know the Facts

PUBLISHER: Oakland, CA: Kaiser Permanente, 1995, 2 pp. brochure
 GENERAL NOTE: Tells how sickle cell trait is related to hemoglobin, what sickle cell anemia is, and how it is passed along.
 WEBSITE: www.kaiserpermanente.org

Prader-Willi Syndrome Association (USA)

Speech and Language and Prader-Willi Syndrome

PUBLISHER: St. Louis Park, MN: Prader-Willi Syndrome Association (USA), brochure

GENERAL NOTE: Gives information on how speech and language are affected by Prader-Willi syndrome and treatment strategies.

WEBSITE: www.pwsausa.org

ERIC Clearinghouse on Handicapped and Gifted Children

Teaching Children with Attention Deficit Disorder

PUBLISHER: Reston, VA: Council for Exceptional Children, 1989, 2 pp.

GENERAL NOTE: Defines and describes ADD syndrome and gives strategies for teachers and parents.

WEBSITE: www.cec.sped.org

Hanson, Marci J.; Harris, Susan R.

Teaching the Young Child with Motor Delays: A Guide for Parents and Professionals

PUBLISHER: Austin, TX: Pro-Ed, 1986, 218 pp.

GENERAL NOTE: Designed for professional and parents of children with movement difficulties. Answers basic questions about motor disabilities and offers teaching and handling strategies that can be used in daily activities.

WEBSITE: www.proedinc.com

Zabel, Mary Kay

Teaching Young Children with Behavioral Disorders

PUBLISHER: Reston, VA: Council for Exceptional Children (CEC), 1991, 23 pp.

GENERAL NOTE: Discusses P.L. 99-457 and the provision of family centered services for infants and young children and their families.

WEBSITE: www.cec.sped.org

Huntington, Gail S.

Temperament and Adaptation in Infants and Young Children with Disabilities

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1993, 14(1), 12 pp.

GENERAL NOTE: Reviews differences in young children with disabilities and nondisabled peers in behavior and implications for temperament and adaptation.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Epilepsy Foundation of America

Understanding Complex and Partial Seizures

PUBLISHER: Landover, MD: Epilepsy Foundation of America, 1990, video: 14 min.

GENERAL NOTE: Discusses the complexity and difficulties in diagnosis of seizure disorders and outlines treatment and support mechanisms.

WEBSITE: www.epilepsyfoundation.org

Epilepsy Foundation of America

Understanding Seizure Disorders

PUBLISHER: Landover, MD: Epilepsy Foundation of America, 1989, video: 12 min.

GENERAL NOTE: Children and adults with seizures, and professionals, discuss changes in the brain due to seizure activities, the different types of seizures and their effects.

WEBSITE: www.epilepsyfoundation.org

Prader-Willi Syndrome Association

What Educators Should Know About Prader-Willi Syndrome

PUBLISHER: St. Louis Park, MN: Prader-Willi Syndrome Association, brochure

GENERAL NOTE: Gives overview of Prader-Willi Syndrome and strategies for working with students with the syndrome.

WEBSITE: www.pwsausa.org

KidsHealth

When Your Baby Has a Birth Defect

PUBLISHER: Jacksonville, FL: Nemours Foundation, 2001, 38 pp.

GENERAL NOTE: Discusses resources to help parents of a child with a birth defect, stressing the importance of early intervention. Discusses birth defects, prenatal tests, genetics and genetic testing, heart defects, spina bifida, rubella, cytomegalovirus (CMV), syphilis, varicella (chicken pox), and Reye syndrome.

WEBSITE: www.nemours.org/internet, www.kidshealth.org

Lorber, John

Your Child with Hydrocephalus: A Practical Guide to Parents

PUBLISHER: Peterborough, England: Association for Spina Bifida and Hydrocephalus, 1978, 20 pp.

GENERAL NOTE: Gives medical overview of hydrocephalus for parents and professionals.

WEBSITE: www.asbah.org

DISABILITIES AND AT-RISK FACTORS:

*Speech and Language /
Communication Handicaps*

[4041]

Channing L. Bete Co., Inc.

About Speech and Hearing Problems: The ABCs of Speech-Language Pathology and Audiology

PUBLISHER: South Deerfield, MA: Channing L. Bete Co., Inc., 1989, 15 pp.

GENERAL NOTE: Gives information on communication disorders, and on what speech pathologists do.

WEBSITE: www.channing-bete.com

Cole, Kevin N.; Mills, Paulette E.

Agreement of Language Intervention Triage Profiles

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1997, 17(1), 8 pp.

GENERAL NOTE: Examines agreement of cognitive/language profiles from a variety of measures for determining eligibility for language intervention services.

WEBSITE: www.proedinc.com/tec.html

Greenspan, Stanley I.; Kalmanson, Barbara; Shahmoom-Shanok, Rebecca; Wieder, Serena; Williamson, G. Gordon; Anzalone, Marie

Assessing and Treating Infants and Young Children with Severe Difficulties in Relating and Communicating

PUBLISHER: Washington, DC: Zero to Three, 1997, 64 pp.

GENERAL NOTE: Illustrates the principle of integration by presenting two approaches to helping young children with severe disorders of relating and communicating overcome developmental challenges using intensive developmentally based interactive strategies, and behavioral techniques. Includes helping families and people working with the child in community based settings.

WEBSITE: www.zerotothree.org

Nelson, Nickola W.

Childhood Language Disorders in Context: Infancy through Adolescence

PUBLISHER: Boston, MA: Allyn and Bacon, 1994, 640 pp.

GENERAL NOTE: Discusses childhood language disorders from multiple theoretical, etiological, and developmental perspectives. Provides instructional goals and strategies.

WEBSITE: www.ablongman.com

Rossetti, Louis M.

Communication Intervention: Birth to Three

PUBLISHER: Albany, NY: Singular Publishing, 2001, 314 pp.

GENERAL NOTE: Addresses effective communication-based intervention for children under the age of three, provides specific strategies for clinicians and protocols for early intervention teams.

WEBSITE: www.delmarhealthcare.com

Cornett, R. Orin; Daisey, Mary Elsie

The Cued Speech Resource Book for Parents of Deaf Children

PUBLISHER: Cleveland, OH: National Cued Speech Association, 2001, 831 pp.

GENERAL NOTE: Provides information and guidance to assess accurately problems faced by parents of a child who is deaf or hard of hearing, to overcome the trauma experienced in learning of their child's problem, to acquire the skills and understanding needed to meet the needs of their child with Cued Speech, to make choices about their child's education, and continue their parenting role effectively and confidently.

WEBSITE: www.cuedspeech.org

Klein, Pat; Finn, Kathleen; Benavides, Margaret

Determining Speech Therapy for Infants and Toddlers

PUBLISHER: San Diego, CA: Special Education Early Childhood Administrators Project (SEECAP), 1999, 15 pp.

GENERAL NOTE: From conference presentation, outlines goals of speech therapy for infants and toddlers, gives strategies for developing communication skills, includes article on interview with clinical scholar M. Jeanne Wilcox, and position statement of the American Speech-Language-Hearing Association.

WEBSITE: www.sdcoe.k12.ca.us/seecap

Onslow, Mark; Packman, Ann

The Handbook of Early Stuttering Intervention

PUBLISHER: San Diego, CA: Singular Publishing, 1999, 223 pp.

GENERAL NOTE: Provides overview of early intervention strategies for stuttering treatment of young children, outlines multiple treatment approaches, addresses issues of spontaneous recovery, and examines various treatment programs as they apply to intervention with very young children.

WEBSITE: www.delmarhealthcare.com

Cohen, Melvin S.

Introduction to Your Child who has Speech Disorder

PUBLISHER: Redmond, WA: Medic Publishing Co., 1984, 10 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns and research for parents of children with a speech and language disorder.

Fresno Early Childhood Coalition Therapy Task Force

Language/Speech Occupational and Physical Therapy Services: A Guide for Parents and Professionals 1991-1992

PUBLISHER: Fresno, CA: Fresno-Kings Early Intervention Project/ CA Dept. of Developmental Services, 1992, 10 pp.; hart; Spanish flyer

GENERAL NOTE: Lists resources and agencies for therapy services for infants and young children in Fresno and Kings Counties. Includes therapy terms.

WEBSITE: www.dds.ca.gov

Liebergott, Jacqueline; Favors, Jr., Aaron; von Hippel, Caren Saaz; Needleman, Harriet Liftman

Mainstreaming Preschoolers: Children with Speech and Language Impairments, A Guide for Teachers, Parents, and Others Who Work with Speech and Language Impaired Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 156 pp.

GENERAL NOTE: Mainstreaming guidelines for children with speech, language and communication difficulties. Developed for Project Head Start but applicable to all preschool program staff and parents.

Schwartz, I.S.; Garfinkle, A.N.; Bauer, J.

The Picture Exchange Communication System: Communicative Outcomes for Young Children with Disabilities

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1998, 18(3), 16 pp.

GENERAL NOTE: Discusses PECS as augmentative system for teaching functional communication skills and potentially providing bridge to speech acquisition.

WEBSITE: www.proedinc.com/tec.html

Hegde, M.N.

Pocket Guide to Assessment in Speech-Language Pathology

PUBLISHER: San Diego, CA: Singular Publishing Group, 1999, 485 pp.

GENERAL NOTE: In dictionary form, summarizes basic information on disorders of communication and specifies steps involved in assessing them.

WEBSITE: www.delmarhealthcare.com

Hegde, M.N.

Pocket Guide to Treatment in Speech-Language Pathology

PUBLISHER: San Diego, CA: Singular Publishing Group, 1999, 320 pp.

GENERAL NOTE: Designed for clinical practitioners and students in communicative disorders, describes treatment procedures in dictionary format, with cross-references.

WEBSITE: www.delmarhealthcare.com

Pore, Sally G.; Reed, Kathlyn L.

Quick Reference to Speech-Language Pathology

PUBLISHER: Gaithersburg, MD: Aspen Publishers, Inc., 1999, 288 pp.

GENERAL NOTE: Organized by classification of syndromes and medical conditions, enables comparison between diagnoses and related information in comprehensive coverage of speech language diagnoses.

WEBSITE: www.aspenpublishing.com

Barton, Jeannie Brown; Lanza, Janet Royer; Wilson, Carolyn Collard

SCOR: Sequential Communication Objectives for Remediation

PUBLISHER: Moline, IL: LinguSystems, 1983, 61 pp.

GENERAL NOTE: Provides resource guide of goals divided into commonly accepted areas of communication disorders and presented sequentially according to developmental norms. Objectives range from pre-language (nonverbal) level to more complex levels of communication.

WEBSITE: www.linguisystems.com

Connecticut Birth to Three System

Service Guideline #3: Children Referred for Speech Delays

PUBLISHER: Hartford, CT: Connecticut Birth to Three System, 1998, 50 pp.

GENERAL NOTE: Gives evaluation, assessment, and intervention guidelines for service providers and families of young children with communication delays.

WEBSITE: www.birth23.org

Launer, Patricia B.

Shouldn't He Be Talking By Now? Early Signs of Speech, Language and Hearing Disorders

PUBLISHER: 1995, 8 pp.

GENERAL NOTE: Discusses difference between speech and language disorders, various developmental milestones and expectations for speech and language acquisition, and behaviors suggesting need for assessment and referral.

Wilkerson, Bill

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

PUBLISHER: Nashville, TN: Bill Wilkerson Center Press, 1993, video: 13 min.

GENERAL NOTE: Outlines development of communication skills in first three years of life, discussing warning signs and possible causes of delay in speech and language development. Illustrates screening process and benefits of early intervention, and evaluation process used to diagnose delays and avenues of treatment.

WEBSITE: www.vanderbiltchildrens.com/interior.php?mid=1637

National Information Center for Children and Youth with Disabilities (NICHCY)

Speech and Language Disorders

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources and organizations on speech and language disorders.

WEBSITE: www.nichcy.org

Ahlbach, John, ed.; Benson, Vicki, ed.

To Say What Is Ours: The Best of 13 Years of Letting Go

PUBLISHER: Anaheim Hills, CA: National Stuttering Project, 1994, 243 pp.

GENERAL NOTE: Gives articles from "Letting Go," a forum for views and information about stuttering.

Stein, Martin T.; Dixon, Suzanne

A Two-Year-Old Boy with Language Regression and Unusual Social Interactions

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(4), 6 pp.

GENERAL NOTE: Case of a two-year-old boy discussed by pediatricians stresses the importance of early diagnosis in autistic spectrum disorders, with a reminder to pediatricians re identification of developmental domains of social competence, cognitive skills, and the limited range of activities seen in children with autistic spectrum disorders who may appear to have attention deficit disorder.

WEBSITE: www.jrnldbp.com

Drasgow, Erik, et al.

Using Behavioral Indication and Functional Communication Training to Establish an Initial Sign Repertoire with a Young Child with Severe Disabilities

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1996, 22 pp.

GENERAL NOTE: Discusses application of functional communication training (FCT) to communicative behavior and implications of the findings.

WEBSITE: www.proedinc.com/tec.html

Chapman, T.; Stormont, M.; McCathren, R.

What Every Educator Should Know About Landau-Kleffner Syndrome

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(1), 6 pp.

GENERAL NOTE: Presents primary and secondary characteristics of Landau-Kleffner syndrome and suggests intervention techniques and instructional strategies.

WEBSITE: www.proedinc.com/focus.html

Yaruss, J. Scott

Young Children Who Stutter: Information and Support for Parent, Third Edition

PUBLISHER: New York, NY: National Stuttering Association, 2004, 58 pp.

GENERAL NOTE: Gives information about stuttering in young children. Reviews basic facts about stuttering and discusses a variety of treatment options available for helping preschool and young school-age children who stutter.

WEBSITE: www.nsastutter.org

DISABILITIES AND AT-RISK FACTORS:

Visual Impairments / Blind

[4042]

Warren, David H.

Blindness and Children: An Individual Differences Approach

PUBLISHER: Cambridge, England: Cambridge University Press, 1994, 392 pp.

GENERAL NOTE: Summarizes and interprets the research literature on infants and children with visual impairments. Discusses ameliorating or avoiding typical developmental delays by the appropriate structuring of the child's experiences.

WEBSITE: www.cambridge.org

Warren, David H.

Blindness and Early Childhood Development

PUBLISHER: New York, NY: American Foundation for the Blind, 1984, 377 pp.

GENERAL NOTE: Gives perspectives on early social, emotional, cognitive, language, perceptual and motor development and implications for early intervention.

WEBSITE: www.afb.org

Swanson, Janine

California's Early Start Program: Low Incidence Disabilities-Visual Impairment

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1995, 5 pp.
 GENERAL NOTE: Discusses services for infants and toddlers with visual impairments focusing on the unique needs of these children.
 WEBSITE: www.cde.ca.gov

Ferebee, Annette

Childhood Vision: Public Challenges and Opportunities

PUBLISHER: Washington, DC: Center for Health and Health Care in Schools, 2004, 20 pp.
 GENERAL NOTE: Provides guide for policy makers, educators, health professionals, and parents to evaluate strategies in reassessing the effectiveness of existing approaches to finding and treating childhood vision problems, due to the reawakened interest in the importance of childhood vision and the focus on school achievement, healthy child development, and expanded computer use.
 WEBSITE: www.healthinschools.org/home.asp

Holbrook, M. Cay, ed.

Children with Visual Impairments: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 1996, 401 pp.
 GENERAL NOTE: Gives authoritative information and empathetic parental insight on diagnosis and treatment, family adjustment, orientation and mobility, literacy, and legal issues, for families of children with mild to severe visual impairment.
 WEBSITE: www.woodbinehouse.com

Takeshita, Bill

Developing Your Child's Vision: A Guide for Parents of Infants and Young Children with Vision Impairment

PUBLISHER: Los Angeles, CA: Center For The Partially Sighted, 1999, 12 pp.
 GENERAL NOTE: Focuses on children from birth to age eight, gives strategies to help children reach their full vision potential. Includes assessment and modification strategies.
 WEBSITE: www.low-vision.org

Western Pennsylvania School for Blind Children

First Adventures

PUBLISHER: Pittsburgh, PA: Western Pennsylvania School for Blind Children, 2004, CD: 1; Booklet: 12 pp
 GENERAL NOTE: Demonstrates the use of effective practices with young visually impaired students in a natural setting. Encourages teachers of young students with vision impairment and multiple disabilities to utilize meaningful environments for instruction.
 WEBSITE: www.wpsbc.org

Fraiberg, Selma

Insights From the Blind: Comparative Studies of Blind and Sighted Infants

PUBLISHER: New York, NY: Meridian, 1977, 297 pp.
 GENERAL NOTE: Gives research, case histories, key concepts and perspectives on early language, social, gross and fine motor development with implications for early intervention.

Keltner, John L.

Introduction to Your Child Who Has Partial Sight or Blindness

PUBLISHER: Redmond, WA: Medic Publishing Co., 1985, 16 pp.
 GENERAL NOTE: Answers common questions about causes, treatment, concerns and research, for parents of a child with partial sight, low vision or blindness.

Alonso, Lou; Moor, Pauline M.; Raynor, Sherry; von Hippel, Caren Saaz; Baer, Sandra

Mainstreaming Preschoolers: Children with Visual Handicaps, A Guide for Teachers, Parents, and Others Who Work with Visually Impaired Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 121 pp.
 GENERAL NOTE: Mainstreaming guidelines for children with visual impairments. Developed for Project Head start but applicable to all pre-school program staff and parents.

Ferrell, Kay Alicyn

Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children

PUBLISHER: New York, NY: American Foundation for the Blind, 1984, 28 pp.
 GENERAL NOTE: Contains developmental and family support considerations, resource ideas and discussion of common concerns in a question and answer format for parents of young children with visual impairments.
 WEBSITE: www.afb.org

Chen, Deborah; Friedman, Clare Taylor; Calvello, Gail

Parents and Visually Impaired Infants

PUBLISHER: Louisville, KY: American Printing House for the Blind, 1990, 220 pp.
 GENERAL NOTE: Materials developed by model early intervention project, includes booklets on parent assessment of their child's abilities and needs; parent observation and video guidelines; child-assessment guidelines; identification of visual impairments, learning, communication, and interactions; home visiting; school readiness and a parents' guide to socially-based activities.
 WEBSITE: www.aph.org

Alber, M. Bernadette

Preschool Learning Activities for the Visually Impaired Child: A Guide for Parents

PUBLISHER: Camden, NY: National Association for Parents of the Visually Impaired, 1985, 94 pp.
 GENERAL NOTE: Lists games and activities for parents to use in the development of a child's skills and abilities essential to growth to independence.
 WEBSITE: www.spedex.com/napvi

Optometric Extension Program Foundation, Inc.

A Reference Guide for Preschool Children's Vision Development

PUBLISHER: Santa Ana, CA: Optometric Extension Program Foundation, Inc., 2002, 4 pp.
 GENERAL NOTE: Gives information about vision development in order to make intelligent observations, and know when, where and how to help children. Gives checklist to help know where a child is on the scale of development of the necessary visual abilities.
 WEBSITE: www.oep.org

Dote-Kwan, Jamie

Strategies for Support of Young Children with Visual Impairments

PUBLISHER: Los Angeles, CA: Blind Children's Center, 1995, 7 pp.
 GENERAL NOTE: Discusses environmental considerations and adaptations to preschool activities for young children with visual impairments.
 WEBSITE: www.blindcntr.org

Chernus-Mansfield, Nancy; Hayashi, Dori; Kekelis, Linda

Talk To Me II: Common Concerns

PUBLISHER: Los Angeles, CA: Blind Children's Center, 15 pp.
 GENERAL NOTE: Provides examples of how to respond to and promote communication, speech, and language of children with visual impairments. Cites common concerns regarding unusual patterns in development and gives suggestions for intervention.
 WEBSITE: www.blindcntr.org

Bishop, Virginia E.

Teaching Visually Impaired Children, Second Edition

PUBLISHER: Springfield, IL: Charles C. Thomas Publishers, 1996, 255 pp.
 GENERAL NOTE: Resource of teaching methods and adaptations for classroom teachers who have visually impaired students.
 WEBSITE: www.ccthomas.com

Lewis, Carol

Vision Correction: Taking a Look at What's New

PUBLISHER: Brooklyn, NY: Heritage for the Blind, 2001, 31 pp.
 GENERAL NOTE: Discusses some of the common disorders that can threaten vision and how the eye "sees" so that the best treatment can be determined to treat vision. Also discusses the advantages, disadvantages, and limitations that come with vision correction procedures and aids.
 WEBSITE: www.jhftb.org

National Information Center for Children and Youth with Disabilities (NICHCY)

Visual Impairments

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.
 GENERAL NOTE: Gives definition, characteristics, educational implications, resources and organizations on visual impairments.
 WEBSITE: www.nichcy.org

Salcedo, Patty

The Visually Impaired Child

PUBLISHER: Santa Ana, CA: Blind Children's Learning Center, 10 pp.
 GENERAL NOTE: Discusses typical delays in development of children who are severely visually impaired only, including attachment and play, and describes some special developmental and learning problems encountered by visually impaired children who also are premature, have low vision, have motor impairment, have hearing loss, or have an intellectual disability.
 WEBSITE: www.blindcntr.org

Halliday, Carol

The Visually Impaired Child: Growth, Learning, Development, Infancy to School Age

PUBLISHER: Louisville, KY: American Printing House for the Blind, 1971, 87 pp.
 GENERAL NOTE: Gives developmental considerations, learning and teaching strategies, materials and resources for parents and professionals.
 WEBSITE: www.aph.org

Chen, Deborah

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

PUBLISHER: New York, NY: AFB Press, 1997, video: 30 min.; booklet: 34 pp.
 GENERAL NOTE: Presents common vision tests used with infants, shows how to gather information from parents on children's use of vision and demonstrates selected early intervention strategies to use vision in functional ways. Guide gives types of visual impairments, terms, references.
 WEBSITE: www.afb.org/Section.asp?SectionID=47

Kaiser, Crystal E.

Young and Special: Believing Without Seeing – Understanding Visual Impairment

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 31 pp.
 GENERAL NOTE: A blind child, successfully integrated in a regular day care setting, is interviewed as a second-grader. Her thoughtful insights about what it is like to be blind and how she gets along with her peers.
 WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

DISABILITIES AND AT-RISK FACTORS: [4043]
Mental Retardation

The ARC National Headquarters

The ARC's Family Book for Parents of Children with Mental Retardation

PUBLISHER: Arlington, TX: The ARC National Headquarters, 1993, 36 pp.
 GENERAL NOTE: Provides parent-oriented information, support ideas, legal information and resources to assist families through the period following their child's diagnosis of mental retardation.
 WEBSITE: www.thearc.org/about.htm

Borgen, Deborah Morreau; Bogen, Elizabeth

But Will She Be a Brownie? Lessons from a daughter with Down syndrome

PUBLISHER: Los Angeles, CA: Borgen, Deborah Morreau, 2003, 67 pp.
 GENERAL NOTE: In workbook style, shares steps taken to get child with Down syndrome moving into the mainstream of life, creating and gathering a support network for the best possible foundation.

Smith, Romayne, ed.

Children with Mental Retardation: A Parents' Guide

PUBLISHER: Rockville, MD: Woodbine House, 1993, 437 pp.
 GENERAL NOTE: Provides insight and information for parents of young children with mild to moderate mental retardation. Includes resource and reading lists.
 WEBSITE: www.woodbinehouse.com

Kumin, Libby

Classroom Language Skills for Children with Down Syndrome: A Guide for Parents and Teachers

PUBLISHER: Bethesda, MD: Woodbine House, 2001, 352 pp.
 GENERAL NOTE: Discusses how communication and language skills affect the learning abilities and school experience of children with Down syndrome from kindergarten through early adolescence. Provides framework and advice for helping children with Down syndrome master the language of curriculum, instruction, testing, school routines, and social interaction.
 WEBSITE: www.woodbinehouse.com

Concept Media

Cognitive Delay

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 30 min.
 GENERAL NOTE: Defines mental retardation using the American Association of Mental Retardation criteria, then discusses prevalence and common causes. Cites importance of working with parents, early intervention, and advocacy. Discusses strategies for including children in the general classroom and gives general guidelines for instructing them. Presents particular strategies for working with children who are severely disabled.
 WEBSITE: www.conceptmedia.com

Dudley, James R.

Confronting the Stigma in Their Lives: Helping People With a Mental Retardation Label

PUBLISHER: Springfield, IL: Charles C. Thomas Publisher, Ltd., 1997, 196 pp.

GENERAL NOTE: Analyzes ways in which society stigmatizes the mentally retarded and makes recommendations for reducing stigmatizing. Describes attitudes of the mentally retarded.

WEBSITE: www.ccthomas.com

Know How Fund

Down Syndrome: Information in Russian

PUBLISHER: Mockba: Know How Fund, 1999, 30 pp.

GENERAL NOTE: In Russian, gives genetic information on Down syndrome and strategies to help babies and young children.

WEBSITE: <http://pcmlp.socleg.ox.ac.uk/knowhow>

Burack, Jacob A., ed.; Hodapp, Robert M.

Handbook of Mental Retardation and Development

PUBLISHER: London, England: Cambridge University Press, 1998, 782 pp.

GENERAL NOTE: Gives comprehensive guide to understanding mental retardation and development. Reviews theoretical and empirical work in the developmental approach to mental retardation. Discusses aspects of cognition, language, social and adaptive functioning, maladaptive behavior, and psychopathology. Includes familial and ecological factors involved in developmental approaches to mental retardation.

WEBSITE: www.cambridge.org

Lynch, Eleanor Whiteside; Simms, Betty H.

Mainstreaming Preschoolers: Children with Mental Retardation, A Guide for Teachers, Parents, and Others Who Work with Mentally Retarded Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 143 pp.

GENERAL NOTE: Mainstreaming guidelines for children with mental retardation. Developed for Project Head start but applicable to all preschool program staff and parents.

National Information Center for Children and Youth with Disabilities (NICHCY)

Mental Retardation

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations on mental retardation.

WEBSITE: www.nichcy.org

Seiter, Margaret M., ed.

Mental Retardation: Definition, Classification, and Systems of Supports – Workbook

PUBLISHER: Washington, DC: American Association on Mental Retardation, 1992, 53 pp.

GENERAL NOTE: Provides workbook to begin implementation of the three-step process to diagnose mental retardation, classify existing strengths and weaknesses, and identify needed supports.

WEBSITE: www.aamr.org

AAMR Ad Hoc Committee on Terminology and Classification

Mental Retardation: Definition, Classification and Systems of Supports

PUBLISHER: Washington, DC: American Association on Mental Retardation, 2002, 246 pp.

GENERAL NOTE: Gives overview and development of definition, discusses diagnosis and assessment, classification systems, prevention and supports to people with mental retardation. Includes implications of the 2002 system in incorporating new aspects of the definition and classification of the condition.

WEBSITE: www.aamr.org

Garber, Howard L.

The Milwaukee Project: Preventing Mental Retardation In Children At Risk

PUBLISHER: Washington, DC: American Association on Mental Retardation, 1988, 464 pp.

GENERAL NOTE: Gives results of study to resolve part of the complex of possible influences on early intellectual development, in those born into seriously disadvantaged environments, that could account for the increased risk for certain children to be identified as mentally retarded.

WEBSITE: www.aamr.org

Bellugi, Ursula

Neuropsychology of Williams Syndrome: Linking Cognition, Brain and Gene

PUBLISHER: San Diego, CA: Salk Institute for Biological Studies, Laboratory for Cognitive Neuroscience, 1998, 20 pp.

GENERAL NOTE: Handout from Governor's Conference session, defines and discusses Williams syndrome, describing studies of Williams and Down subjects, matched on age, IQ, and educational background, and highlighting the different profiles of cognitive function.

WEBSITE: www.lcn.salk.edu

Cairo, Shelley; Cairo, Jasmine, Cairo, Tara

Our Brother Has Down's Syndrome: An Introduction for Children

PUBLISHER: New York, NY: Annick Press Ltd., 1985, 23 pp.

GENERAL NOTE: For children, siblings describe daily life with their brother who was born with Down syndrome. Using this story, teachers can address the important role people can play in the life of a child with special needs

WEBSITE: www.annickpress.com

The Arc of the United States

Preventing Mental Retardation: A Guide to the Causes of Mental Retardation and Strategies for Prevention

PUBLISHER: Silver Spring, MD: The Arc of the United States, 2001, 19 pp.

GENERAL NOTE: Designed to educate personnel in the field of mental retardation about the causes of mental retardation and strategies to prevent the condition.

WEBSITE: www.thearc.org/about.htm

DISABILITIES AND AT-RISK FACTORS: [4044]
Autism/Pervasive Developmental Disorder

McClannahan, Lynn E.; Krantz, Patricia J.

Activity Schedules for Children with Autism: Teaching Independent Behavior

PUBLISHER: Bethesda, MD: Woodbine House, 1998, 126 pp.

GENERAL NOTE: Helps children with autism to make effective use of unstructured time, handle changes in routine with more ease, and help them choose among an established set of home, school, and leisure activities independently. Activity schedules enable children with autism to accomplish activities with greatly reduced adult supervision.

WEBSITE: www.woodbinehouse.com

Whaley, Kathy T., ed.; Colgan, S., ed.

Annotated Bibliography on Autism Spectrum Disorders

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System, 1999, 44 pp.

GENERAL NOTE: Annotated bibliography from forum designed as a problem-solving process focused on services for young children with autism spectrum disorders and their families.

WEBSITE: www.nectac.org

McLaughlin-Cheng, Elissa

Asperger Syndrome and Autism: A Literature Review and Meta-Analysis

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(4), 12 pp.

GENERAL NOTE: Reviews studies on Asperger Syndrome and autism by historical perspective, clinical and diagnostic criteria, and empirical data. Differences in cognitive and adaptive behavior functioning suggest that Asperger Syndrome can be viewed as a distinct diagnostic category and can be separated from children with autism.

WEBSITE: www.proedinc.com/focus.html

Gillberg, Christopher, et al.

The Asperger Syndrome (and High-Functioning Autism) Diagnostic Interview (ASDI): A Preliminary Study of a New Structured Clinical Interview

PUBLISHER: Thousand Oaks, CA: Sage Publications, 2001, 10 pp.

GENERAL NOTE: Describes the development of Asperger Syndrome Diagnostic Interview.

WEBSITE: www.sagepub.com

Attwood, Tony

Asperger's Syndrome: A Guide for Parents and Professionals

PUBLISHER: Bristol, PA: Jessica Kingsley Publishers, Ltd., 1998, 224 pp.

GENERAL NOTE: Incorporating case studies and a review of the literature, a clinical psychologist provides a description and analysis of the characteristics of the disorder and practical strategies to reduce those that are the most conspicuous or debilitating.

WEBSITE: www.jkp.com/jkp/distributors.php

Attwood, Tony

Asperger's Syndrome: A Guide for Parents and Professionals

PUBLISHER: Arlington, TX: Future Horizons, Inc., 1999, video 1: 120 min.; video 2: 60 min.

GENERAL NOTE: Presentation discusses theory of mind of those with Asperger's Syndrome and gives strategies to use.

WEBSITE: www.futurehorizons-autism.com

Assessing the Intelligence of Individuals with Autism: A Cross-Cultural Replication of the Usefulness of the TONI

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(4), 7 pp.

GENERAL NOTE: Discusses results of study regarding the utility of the Test of Nonverbal Intelligence (TONI) in assessing cognitive functioning of individuals with autism.

WEBSITE: www.proedinc.com/focus.html

Widger, Gary, ed.

At Home with Autism: Three Families' Stories

PUBLISHER: Stratham, NH: Potential Unlimited Publishing, 1998, 40 pp.

GENERAL NOTE: Describes a variety of ways of finding comfort and familiarity in families with autistic family members dealing with issues in their lives, for ways to connect to their community.

Ogletree, Billy T.; Harn, William E.

Augmentative and Alternative Communication for Persons with Autism: History, Issues, and Unanswered Questions

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 2001, 16(3), 3 pp.

GENERAL NOTE: Gives background information on augmentative and alternative communication (AAC), with comments on issues that need to be addressed.

WEBSITE: www.proedinc.com/focus.html

Quill, Kathleen, et al.

Autism

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2004, 44 pp.

GENERAL NOTE: Discusses the autism spectrum disorder, parenting a child with autism, tools and screening, and going from diagnosis to intervention. Includes activities and case studies.

WEBSITE: www.brookespublishing.com

Quill, Kathleen, et al.

Autism

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2005, 30 pp.

GENERAL NOTE: Defines autistic spectrum disorder, and discusses parenting a child with autism, tools and screening, going from diagnosis to intervention, and activities. Includes case studies.

WEBSITE: www.brookespublishing.com

Grandin, Temple

Autism: A Personal View

PUBLISHER: Aurora, CO: Audio Magic, 1998, audiotope: 50 min.

GENERAL NOTE: Recorded at the National Conference for Addressing Issues in Early Development held in Anaheim, CA, Dr. Grandin discusses her background growing up with autism, strategies and things to remember in interacting with people with autism.

WEBSITE: www.audio-magic.com

Huebner, Ruth A., ed.

Autism: A Sensorimotor Approach to Management

PUBLISHER: Gaithersburg, MD: Aspen Publishers, Inc., 2001, 510 pp.

GENERAL NOTE: Discusses understanding autism and the sensorimotor findings and approach to management in autism. Includes chapters on experience of autism from a personal perspective.

WEBSITE: www.aspenpublishing.com

Cunninghame, Karen

Autism: A World Apart

PUBLISHER: Boston, MA: Fanlight Productions, video: 29 min.

GENERAL NOTE: Documentary shows three families discussing what it's like to live with autism.

WEBSITE: www.fanlight.com

National Institute of Child Health and Human Development (NICHD)

Autism and Genes

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 6 pp.

GENERAL NOTE: Defines autism and discusses the belief of scientists that the underlying cause of autism is genetic.

WEBSITE: www.nichd.nih.gov/publications/pubs.cfm

Lenchitz, Ken

Autism and Post-traumatic Stress Disorder: Ending Autistic Fixation

PUBLISHER: Springfield, IL: Charles C. Thomas Publisher, Ltd., 2000, 134 pp.

GENERAL NOTE: Describes the Lotta Syndrome of the infantile autism, etiological roots of the autistic withdrawal process, the need-creating mothering philosophy, and examines ego syntonic unconscious defense mechanisms.

WEBSITE: www.ccthomas.com

Gray, David E.

Autism and the Family: Problems, Prospects, and Coping with the Disorder

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, Ltd., 1998, 210 pp.

GENERAL NOTE: Explores aspects of the family's experience of autism, including brief overview of the medical, biological, and psychological aspects of autism, parents' experiences in coping, stress, stigma, reactions, and understandings, and future prospects.

WEBSITE: www.ccthomas.com

National Institute of Child Health and Human Development (NICHD)

Autism and the MMR Vaccine

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 8 pp.

GENERAL NOTE: Gives definition of autism, discusses why people think vaccines can cause autism, why many doctors and scientists believe the MMR vaccine does not cause autism, and the research being conducted to determine if the MMR vaccine is linked to autism.

WEBSITE: www.nichd.nih.gov/publications/pubs.cfm

Gutstein, Steven E.

Autism Aspergers: Solving the Relationship Puzzle – A New Developmental Program that Opens the Door to Lifelong Social and Emotional Growth

PUBLISHER: Arlington, TX: Future Horizons Inc., 2000, 212 pp.

GENERAL NOTE: Discusses how experience sharing develops in typical children, contrasts the deficits inherent in autism, then outlines the essential components of "Relational Development Intervention," a model of treatment that helps people with autism learn to participate more fully in relationships. Emphasizes the importance of early intervention. Provides strategies for parents and professionals that support the emotional and social development of children with autism.

WEBSITE: www.futurehorizons-autism.com

Mirenda, Pat

Autism, Augmentative Communication, and Assistive Technology: What Do We Really Know?

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 2001, 16(3), 11 pp.

GENERAL NOTE: Provides review of empirical literature on topics related to augmentative and alternative communication (AAC) and assistive technology as used to support communication and learning in individuals with autism/PDD-NOS (pervasive developmental disorders-not otherwise specified). Presents review in six main topic areas: assessment, staff/family training, supports for augmented input, supports for augmented input and output, supports for augmented output, and assistive technology for communication and learning. Gives recommendations for future research.

WEBSITE: www.proedinc.com/focus.html

National Institute of Child Health and Human Development (NICHD)

Autism Facts

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 8 pp.

GENERAL NOTE: Explains what NICHD researchers who study autism have found out in their attempts to understand autism. Discusses definition, possible links, red flags, treatment, and special services for families whose child has been diagnosed with autism.

WEBSITE: www.nichd.nih.gov/publications/pubs.cfm

Janzen, Janice E.

Autism: Facts and Strategies for Parents

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1999, 188 pp.

GENERAL NOTE: Gives information for parents of children recently diagnosed with autism or one of the pervasive developmental disorders to help them understand the diagnosis, effects of autism on learning and behavior, and their role as advocate. Also includes information on treatments and educational service options.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Gillingham, Carol

Autism: Handle With Care! Understanding and Managing Behavior of Children and Adults with Autism

PUBLISHER: Arlington, TX: Future Horizons, 1996, 108 pp.

GENERAL NOTE: Discusses definition of autism, mannerisms displayed, therapies for various sensitivities, including tactile, auditory, visual, olfactory, taste, social interaction, intelligence and others.

WEBSITE: www.futurehorizons-autism.com

Simpson, Richard L.; Zions, Paul

Autism: Information and Resources for Parents, Families, and Professionals

PUBLISHER: Austin, TX: Pro-Ed, 1992, 185 pp.

GENERAL NOTE: In Q and A format, addresses frustration, concern, and uncertainty of living with a child with autism, for professionals and family members.

WEBSITE: www.proedinc.com

Dawson, Geraldine, ed.

Autism: Nature, Diagnosis and Treatment

PUBLISHER: New York, NY: Guilford Press, 1989, 442 pp.

GENERAL NOTE: Proposes models of the nature of autism from the perspectives of psychology and biology, exploring processing systems interdependence and neurobiological perspectives. Introduces innovative methods for treating and diagnosing autism as an outgrowth of much of the research presented.

WEBSITE: www.guilford.com

Vasquez, Lillian

Autism: Out of the Darkness

PUBLISHER: San Bernardino, CA: Small Talk Communication, 1998, video: 60 min.

GENERAL NOTE: Shares several different therapies and methods to use with children with autism, such as Discrete Trial Training (DTT), PECS, Auditory Integration Training, Sensory Integration, Social Stories, Special Kids Videos, TEACCH, and current studies on autism funded by Cure Autism Now (CAN). Gives references and contact info after each segment.

WEBSITE: www.smalltalkweb.com/index.html

Lotspeich, Linda; Spiker, Donna; Alessandri, Michael

Autism Panel Discussion

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, video: 2 hrs.

GENERAL NOTE: Video of presentation at Partners in Prevention III, A Governor's Conference, discusses diagnosis, neurobiology, and epidemiology of autism, developmental characteristics of young children with autism, why early identification is difficult, psycho-educational approaches, and model preschool educational programs.

WEBSITE: www.dds.cahwnet.gov

National Information Center for Children and Youth with Disabilities (NICHCY)

Autism/PDD

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations for autism and pervasive developmental disorders.

WEBSITE: www.nichcy.org

National Institute of Child Health and Human Development (NICHD)

Autism Questions and Answers for Health Care Professionals

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 12 pp.

GENERAL NOTE: Highlights questions commonly asked by health care professionals about autism and provides answers based on autism research. Discusses definition of autism, role of health care provider, parental input, diagnostic process, and treatments.

WEBSITE: www.nichd.nih.gov/publications/pubs.cfm

Wetherby, Amy M.; Prizant, Barry M.

Autism Spectrum Disorders: A Transactional Developmental Perspective

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 432 pp.

GENERAL NOTE: Gives overview of the communication, language, social, and behavioral issues characteristic of autism spectrum disorders (ASD). Offers practical guidelines for intervention designed for children with autism and their families. Tells how to understand and address the social and communication challenges experienced by children with autism; enhance assessment and intervention methods; and support families in their efforts to facilitate their children's development.

WEBSITE: www.brookespublishing.com

Children's Autism Intervention Center; Children's Hospital and Health Center

The Autismspectrum Disorder Resource Guide: A Guide for Parents

PUBLISHER: San Diego, CA: Autism Society of America, San Diego County Chapter, 2004, 52 pp.

GENERAL NOTE: Designed to assist and empower parents in researching services for their children with autism. Provides introduction to techniques and interventions commonly used in treating children with autism spectrum disorders and information on local San Diego area and national resources. Continually updated online with new information.

WEBSITE: www.SD-Autism.org

Concept Media

Autistic Disorder: Young Children with Developmental Challenges

PUBLISHER: Irvine, CA: Concept Media, 2000, video: 29 min.

GENERAL NOTE: Reviews of signs of autism and discusses screening and early intervention strategies.

WEBSITE: www.conceptmedia.com

Northern California Autism Collaborative; Association of Regional Center Agencies

Autistic Spectrum Disorders: Best Practice Guidelines for Screening, Diagnosis and Assessment

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2002, 191 pp.

GENERAL NOTE: Provides a consistent and comprehensive base of information for screening, evaluation and assessment of persons with autistic spectrum disorders (ASD) to assist families, service providers and public officials in making informed decisions regarding early identification and intervention for children with autism.

WEBSITE: www.dds.cahwnet.gov

Collaborative Work Group on Autistic Spectrum Disorders

Best Practices for Designing and Delivering Effective Programs for Individuals with Autistic Spectrum Disorders

PUBLISHER: Sacramento, CA: CA Dept. of Education/Resources in Special Education (RiSE), 1997, 128 pp.

GENERAL NOTE: Recommendations collaboratively developed by an inter-agency work group. Defines and clarifies issues in providing appropriate and effective interventions for individuals with autism and autism-related disorders. Eight components are supplemented by appendices, bibliography and references.

WEBSITE: www.cde.ca.gov

Gillberg, Christopher; Coleman, Mary

The Biology of the Autistic Syndromes

PUBLISHER: London, England: Cambridge University Press, 2000, 340 pp.

GENERAL NOTE: Addresses the difficulties presented by autism as a syndrome of different diseases for clinical diagnosis with diagnostic aids and guidelines for medical evaluation. Reviews epidemiology, neuropsychological studies and behavior complexes, such as self-injury, and gives explanation of what is known about the molecular biology and genetics of autism. Covers epilepsy, electrophysiological studies, and biochemistry, endocrinology, immunology, brain imaging and neuropathology. Reviews medical therapies, and other interventions, such as psychoeducational and behavioral modification procedures.

WEBSITE: www.cambridge.org

Sewell, Karen

Breakthroughs: How to Reach Students with Autism

PUBLISHER: Boston, MA: Fanlight Productions, 1998, video: 25 min.
 GENERAL NOTE: Offers hands-on approach to reaching and teaching students with autism. Demonstrates early intervention program techniques used with preschooler.
 WEBSITE: www.fanlight.com

Malvy, Joelle, et al.

A Brief Clinical Scale for the Early Evaluation of Imitation Disorders in Autism

PUBLISHER: Thousand Oaks, CA: Sage Publications, 1999, 13 pp.
 GENERAL NOTE: Describes Imitation Disorders Evaluation (IDE) scale, developed to evaluate early features of imitation disorders in autism. Reports on the validation study of the IDE scale with infants and young children, and the results of a follow-up study.
 WEBSITE: www.sagepub.com

New Mexico Autism Program

But He Knows His Colors: Characteristics of Autism in Children Birth to Three

PUBLISHER: Van Nuys, CA: Child Development Media, Inc., video: 28 min.
 GENERAL NOTE: Assists in teaching about the spectrum of behavioral characteristics seen in children with autism who are under the age of three, emphasizing the importance of early diagnosis and intervention for children and their families.
 WEBSITE: www.childdevelopmentmedia.com

Bloecher, Michael, ed.

California Connected

PUBLISHER: Davis, CA: CA M.I.N.D. (Medical Investigation of Neurodevelopmental Disorders) Institute, 2002, video: 17 min.
 GENERAL NOTE: Presents fathers who have sons with autism founded the M.I.N.D. institute in Sacramento with University of CA, Davis. Fathers and sons discuss autism and its effects within the family.
 WEBSITE: www.mindinst.org

Grandin, Temple

Careers: Opportunity for Growth: Video Presentation by Dr. Temple Grandin

PUBLISHER: Arlington, TX: Future Horizons, Inc., 1999, video: 30 min.
 GENERAL NOTE: Strongly emphasizes developing an autistic child's talents and building up interests. Autistic persons acquire social skills through their work.
 WEBSITE: www.futurehorizons-autism.com

Harris, Sandra L., et al.

Changes in Cognitive and Language Functioning of Preschool Children with Autism

PUBLISHER: New York, NY: Journal of Autism and Developmental Disorders, 1991, 21(3), 10 pp.
 GENERAL NOTE: Discusses study with data supporting the notion that young children with autism can make very significant developmental gains after treatment.
 WEBSITE: www.ingentaconnect.com/content/klu/jadd

CA Dept. of Developmental Services

Changes in the Population of Persons with Autism and Pervasive Developmental Disorders in California's Developmental Services System: 1987 Through 1998

PUBLISHER: Sacramento, CA: CA Health and Human Services Agency, 1999, 19 pp.
 GENERAL NOTE: Gives an official counting and reporting of the numbers of persons with autism and other developmental disabilities served by the regional center system over time. Briefly describes PDD, NOS, Asperger's Disorder, Rett's Disorder, and CDD, as well as early history of autism.
 WEBSITE: www.chhs.ca.gov

Powers, Michael D., ed.

Children With Autism: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 2000, 455 pp.
 GENERAL NOTE: Includes diagnostic information, coverage of Applied Behavior Analysis (ABA) as an intervention, social dynamics of family and marriage, advocacy via the Internet, impact of the 1997 reauthorization of IDEA. Covers diagnoses within the spectrum of Pervasive Developmental Disorder (PDD): autistic disorder, Asperger's disorder, Rett's disorder, Childhood Disintegrative disorder, and PDD not otherwise specified.
 WEBSITE: www.woodbinehouse.com

Field, Tiffany, et al.

Children with Autism Display More Social Behaviors After Repeated Imitation Sessions

PUBLISHER: Thousand Oaks, CA: Sage Publications, 2001, 7 pp.
 GENERAL NOTE: Gives results of study exploring effects of repeated sessions of adult's imitations of the behaviors of children with autism. Data suggest potential usefulness of adult imitative behavior as an early intervention to increased social behavior in children with autism.
 WEBSITE: www.sagepub.com

Tsai, Luke

Children with Autism Spectrum Disorder: Medicine Today and in the New Millennium

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 2000, 15(3), 8 pp.
 GENERAL NOTE: Examines role and future of medicine and medically oriented interventions for children and youth with autistic spectrum disorder. Discusses diagnostic issues and medication treatments available and those to be available in the new millennium.
 WEBSITE: www.proedinc.com/focus.html

Kenney, Erin, et al.

Children's Toddler School: Integration of Intervention Strategies

PUBLISHER: San Diego, CA: San Diego County Office of Education/Children's Hospital, 1998, 12 pp.
 GENERAL NOTE: Describes similarities and differences between the various techniques and strategies used at Children's Toddler School, and how teachers are trained to use different strategies for different situations. Common intervention techniques used with children who have Autistic Spectrum Disorders include Discrete Trial Training (DTT); Facilitated Developmentally Integrated Free Play; Floor Time/Interactive Play Therapy; Picture Exchange Communication System (PECS); Pivotal Response Training; Sensory Integration/Sensory Processing; Treatment and Education of Autistic and Communication Handicapped Children (TEACCH); and Incidental Teaching.
 WEBSITE: www.sdcoe.k12.ca.us

Manavis, Sam, ed.; Parish, Robert

Come Back Jack

PUBLISHER: Cicero, NY: Program Development Associates, 1999, video: 55 min.

GENERAL NOTE: Chronicles ups and downs of therapeutic journey of parents of autistic son. Beginning emergence from internal chaos comes from team of special educators at Language and Cognitive Development Center in Lynnfield, MA, and parents.

WEBSITE: www.sdcoe.k12.ca.us/

Boyer, Lynn; Lee, Christine

Converting Challenge to Success: Supporting a New Teacher of Students with Autism

PUBLISHER: Austin, TX: Journal of Special Education, 2001, 35(2), 9 pp.

GENERAL NOTE: New teacher in self-contained classroom for six kindergarten students with autism and autistic-like behaviors describes challenges of beginning a new program in the school, planning instruction with new state instructional standards in mind, being scrutinized by parents and advocates, and coordinating documentation of progress and development of Individualized Education Programs (IEPs). Describes support received from induction program including a mentor who also teaches young children with autism, insightful administrators, and school district resources. Includes components of an induction program that meets the needs of new special educators.

WEBSITE: www.proedinc.com/jse.html

Satkiewicz-Gayhardt, Viki; Peerenboom, Barbara; Campbell, Roxanne

Crossing Bridges: A Parent's Perspective on Coping After a Child is Diagnosed with Autism/PDD

PUBLISHER: Stratham, NH: Potential Unlimited Publishing, 1998, 64 pp.

GENERAL NOTE: Discusses basics of autism and pervasive developmental disorder (PDD), feelings, self-awareness and support, medical support, special education, strategies for living with autism/PDD, sensory integration, and looking at the future. Includes glossary and additional resource listing.

Bruey, Carolyn Thorwarth

Demystifying Autism Spectrum Disorders (ASD): A Guide to Diagnosis for Parents and Professionals

PUBLISHER: Bethesda, MD: Woodbine House, 2004, 247 pp.

GENERAL NOTE: Explains the five types of ASDs and the distinctions between them. Describes the jargon and tools used by a diagnostician, clarifies the diagnostic process, and gives answers to questions parents have about autism.

WEBSITE: www.woodbinehouse.com

Bachrach, Ann W.; Mosley, Ada R.; Swindle, Faye L.; Wood, Mary M.

Developmental Therapy for Young Children with Autistic Characteristics

PUBLISHER: Baltimore, MD: University Park Press, 1978, 197 pp.

GENERAL NOTE: Describes program with techniques and materials, routines and environments, activity periods, learning experiences, and home programs designed specifically for the young autistic child, functioning developmentally from birth to three regardless of chronological age. Some experiences apply to children developmentally between three and five years.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Freeman, Betty Jo (BJ)

Diagnosis and Assessment of the Syndrome of Autism Spectrum Disorder

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1998, audio: 50 min.; video: 50 min.; folder: 96 pp.

GENERAL NOTE: Presentation on autism and managed care given at Partners in Prevention V, includes discussion of what we know about autism; articles include overview of autism, evaluation of intervention programs, insurance coverage and advocacy.

WEBSITE: www.dds.ca.gov

Quill, Kathleen A.

Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 448 pp.

GENERAL NOTE: Gives research-based techniques to help children with autism to develop social skills and communication development; new assessment tool to guide curriculum for individual students; proven strategies that combine the best of behavioral and developmental intervention practices; suggested activities to build social play, group skills, and communication in fun and creative ways, and chart interventions with data collection forms and guidelines.

WEBSITE: www.brookespublishing.com

Ratey, John

The Doctor Is In: Autism

PUBLISHER: Boston, MA: Fanlight Productions, 1991, video: 29 min.

GENERAL NOTE: Explains the disease and some of the available treatments. Temple Grandin tells what it was like growing up without being able to communicate.

WEBSITE: www.fanlight.com

Nigam, Ravi

Dynamic Assessment of Graphic Symbol Combinations by Children with Autism

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 2001, 16(3), 8 pp.

GENERAL NOTE: Defines dynamic assessment, and offers potential teaching strategies that can be used during dynamic assessment that may help a speech language pathologist to assess the potential for acquiring and using multiple graphic symbol combinations for communicative purposes by children with autism.

WEBSITE: www.proedinc.com/focus.html

Green, Gina

Early Behavioral Intervention for Autism: What Does Research Tell Us?

PUBLISHER: Austin, TX: Pro-Ed, 1996, 15 pp.

GENERAL NOTE: Chapter 3 of C. Maurice's book, "Behavior Intervention for Young Children with Autism" gives brief overview of Applied Behavior Analysis principles and methods, reviews studies done and summarizes what research reveals.

WEBSITE: www.proedinc.com

Rodier, Patricia M.

The Early Origins of Autism

PUBLISHER: New York, NY: Scientific American, Inc., 2000, 282(2), 7 pp.

GENERAL NOTE: Discusses genetic and anatomical studies of cause of autism being perhaps in early embryonic development, when malfunctioning genes could produce subtle changes in the structure of the brain stem.

WEBSITE: www.sciam.com

Humphries, Tracy L.

Effectiveness of Pivotal Response Training Behavioral Intervention

PUBLISHER: Washington, DC: U.S. Dept. of Education, OCEP, Research and Training Center on Early Childhood Development, Nov. 2003, 10 pp.

GENERAL NOTE: Focuses on the effectiveness of Pivotal Response Training (PRT) as a behavioral intervention for young children with autism spectrum disorders to improve their social-emotional and communicative behavior outcomes.

WEBSITE: www.ed.gov

Dyches, Tina Taylor

Effects of Switch Training on the Communication of Children with Autism and Severe Disabilities

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(3), 12 pp.

GENERAL NOTE: Discusses use of battery-operated or electronic switches as simple augmentative and alternative communication system for physically able individuals with autism and severe disabilities. Results indicated that switch training was an effective strategy for helping students communicate a simple message.

WEBSITE: www.proedinc.com/focus.html

Koul, Rajinder K.; Schlosser, Ralf W.; Sancibrian, Sherry

Effects of Symbol, Referent, and Instructional Variables on the Acquisition of Aided and Unaided Symbols by Individuals with Autism Spectrum Disorders

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 2001, 16(3), 8 pp.

GENERAL NOTE: Examines the variables that appear to operate in symbol acquisition by individuals with autistic spectrum disorders. Evaluates the role of symbol, referent, and instructional variables on the acquisition of augmentative and alternative communication symbols by individuals with autism and severe speech and language impairments.

WEBSITE: www.proedinc.com/focus.html

Grandin, Temple; Scariano, Margaret M.

Emergence-Labeled Autistic: A True Story

PUBLISHER: New York, NY: Warner Books, 1986, 185 pp.

GENERAL NOTE: Autobiography of Temple Grandin, tells what it is like to be autistic and what can be done to help children with autism.

WEBSITE: www.warnerbooks.com.au/

Murray-Slutsky, Carolyn; Paris, Betty A.

Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies

PUBLISHER: San Antonio, TX: Communication Skill Builders, 2000, 436 pp.

GENERAL NOTE: Gives holistic view of autistic spectrum disorders and the children who experience these disorders, examines interrelationship between their behaviors, mannerisms, sensory processing, motor control, speech and language, and functional skills. Identifies problems commonly encountered and intervention strategies addressing a variety of integrated approaches, including sensory integration (SI), neurodevelopmental treatment (NDT) techniques, augmentative communication, behavioral intervention strategies, and traditional occupational, physical and speech therapy.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Edelson, M.G.; Schubert, D.T.; Edelson, S.M.

Factors Predicting Intelligence Scores on the TONI in Individuals with Autism

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 1998, 13(1), 10 pp.

GENERAL NOTE: Discusses study of Test of Nonverbal Intelligence-Second Edition (TONI-2) assessment of individuals with autism and comparison to those of other special populations and implications of findings with regard to the practice of intelligence assessment in persons with autism.

WEBSITE: www.proedinc.com/focus.html

Sperry, Virginia Walker

Fragile Success: Ten Autistic Children, Childhood to Adulthood

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 242 pp.

GENERAL NOTE: Traces lives of students over 30 years, giving firsthand facts about the autism developmental disability as witnessed by their teachers, medical professionals, social workers, and parents. Provides insight into the mystery and diversity of autism, how it affects the students' personal lives, social habits, work, and hobbies and how their conditions have changed over the years.

WEBSITE: www.brookespublishing.com

Schwartz, Ilene S.; Boulware, Gusty-Lee; McBride, Bonnie J.; Sandall, Susan R.

Functional Assessment Strategies for Young Children with Autism

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 2001, 16(4), 6 pp.

GENERAL NOTE: Describes the functional assessment procedures used in Project DATA (Developmentally Appropriate Treatment for Autism), a school-based program to serve young children and their families. Procedures consist of five interrelated steps: gathering information, brainstorming, making a plan, implementing the plan, and evaluating the outcomes.

WEBSITE: www.proedinc.com/focus.html

Glasberg, Beth A.

Functional Behavior Assessment for People with Autism: Making Sense of Seemingly Senseless Behavior

PUBLISHER: Bethesda, MD: Woodbine House, 2006, 167 pp.

GENERAL NOTE: Describes a highly regarded strategy used to identify the factors contributing to problem behaviors--noncompliance, aggression, and repetitive actions--that challenge people with autism spectrum disorders and those who care for them.

WEBSITE: www.woodbinehouse.com

Silberman, Steve

The Geek Syndrome

PUBLISHER: San Francisco, CA: Wired Magazine, 2001, 9(12), 6 pp.

GENERAL NOTE: Discusses autism and Asperger's syndrome as surging among the children of Silicon Valley and the possibility that math- and tech-genes are to blame.

WEBSITE: www.wired.com/wired/archive/9.12/aspergers.html

Brooks, A.; Goodhue, J.

General TEACCH Principles

PUBLISHER: San Jose, CA: Berryessa Union School District, 3 pp.

GENERAL NOTE: Lists principles and structured teaching outline using Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) model.

WEBSITE: www.berryessa.k12.ca.us

Koegel, Robert L.; Koegel, Lynn Kern; O'Neill, Robert E.

Generalization in the Treatment of Autism

PUBLISHER: New York, NY: B.C. Decker Publishers, 1989, 64 pp.
 GENERAL NOTE: Chapter from book "Generalization Strategies in the Treatment of Communication Disorders" edited by L.V. McReynolds and J. Spradlin. Overview of characteristics of children with autism.
 WEBSITE: www.bcdecker.com/default.aspx

Freeman, Betty Jo (BJ)

Guidelines for Evaluating Intervention Programs for Autistic Children

PUBLISHER: New York, NY: Journal of Autism and Developmental Disabilities, 1997, 27(6), 12 pp.
 GENERAL NOTE: Reviews framework for thinking about autism and principles of evaluation. Describes components of appropriate early intervention and guidelines for evaluating alternative treatments.
 WEBSITE: <http://oadd.icomm.ca/publications/journal/jddfront.htm>

Klin, Ami; Volkmar, Fred R.

Guidelines for Parents: Assessment, Diagnosis and Intervention of Asperger Syndrome

PUBLISHER: Pittsburg, PA: Learning Disabilities Assn. of America, 1995, 22 pp.
 GENERAL NOTE: From a brochure developed for parents, gives definition, assessment, and treatment in a brief format. Reading list included, also a medical questionnaire.
 WEBSITE: www.ldanatl.org

Volkmar, Fred R.; Wiesner, Lisa A.

Healthcare for Children on the Autism Spectrum: A Guide to Medical, Nutritional, and Behavioral Issues

PUBLISHER: Bethesda, MD: Woodbine House, 2004, 390 pp.
 GENERAL NOTE: Focuses on understanding and managing the general health and medical care of a child with autism, which creates challenges, such as sensory issues and communication difficulties, that become a factor when considering almost all healthcare decisions. Gives information for parents to help understand symptoms and behaviors, guidelines to evaluate medications and alternative therapies, and tips to make doctor and dentist visits more manageable.
 WEBSITE: www.woodbinehouse.com

Van Doren, Le Erin; Gilligan, Kathleen

Integrating Treatment Strategies used with Children with Autistic Spectrum Disorders in Inclusive Settings

PUBLISHER: Anaheim, CA: Zero to Three, 1999, 12 pp.
 GENERAL NOTE: From presentation at National Training Institute, discusses common early intervention practices used with children on the autistic spectrum and methods of successfully integrating these treatment strategies in an inclusive setting.
 WEBSITE: www.zerotothree.org

Heflin, L. Juane; Simpson, Richard

Interventions for Children and Youth with Autism: Prudent Choices in a World of Exaggerated Claims and Empty Promises. Part I: Intervention and Treatment Option Review

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(4), 18 pp.
 GENERAL NOTE: Discusses intervention and treatment options used with children and youth with autistic spectrum disorders, including those based on relationship formation, skill-based treatments, physiologically oriented interventions and comprehensive educational and treatment programs.
 WEBSITE: www.proedinc.com/focus.html

Heflin, L. Juane; Simpson, Richard

Interventions for Children and Youth with Autism: Prudent Choices in a World of Exaggerated Claims and Empty Promises. Part II: Legal/Policy Analysis and Recommendations for Selecting Intervention and Treatments

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(4), 9 pp.
 GENERAL NOTE: Discusses court decisions related to intervention options for students with autism, and gives recommendations for choosing interventions and treatments that have the best chance of producing desired outcomes and resolving disputes among professionals, parents, and advocates.
 WEBSITE: www.proedinc.com/focus.html

Centerwall, Siegfried A.

An Introduction to Your Child Who Has Autism

PUBLISHER: Redmond, WA: Medic Publishing Co., 1985, 12 pp.
 GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with autism.

Schlosser, Ralf W.; Blischak, Doreen M.

Is There a Role for Speech Output in Interventions for Persons with Autism? A Review

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 2001, 16(3), 9 pp.
 GENERAL NOTE: Provides a comprehensive examination of state-of-the-art speech output intervention with individuals with autism. Discusses synthetic speech, noting that its monotonic, limited-affect quality may be preferable in speech output augmentative and alternative communication (AAC) systems for children with autism.
 WEBSITE: www.proedinc.com/focus.html

Mottron, L.; Peretz, I.; Menard, E.

Local and Global Processing of Music in High-functioning Persons with Autism: Beyond Central Coherence?

PUBLISHER: New York, NY: Journal of Child Psychology and Psychiatry, 2000, 41(8), 9 pp.
 GENERAL NOTE: Gives results of study on musical processing in individuals with autism which suggests that enhanced processing of elementary physical properties of incoming stimuli, as found previously in visual modality, may also exist in the auditory modality.
 WEBSITE: www.ingentaconnect.com/content/bpl/jcpp

McEachin, John J.; Lovaas, O. Ivar

Long-Term Outcome for Children with Autism Who Received Early Intensive Behavioral Treatment

PUBLISHER: Washington, DC: American Journal on Mental Retardation, 1993, 28 pp.
 GENERAL NOTE: Presents study in which preschool age children with autism who received intensive behavioral intervention, achieved less restrictive school placements and higher IQs than a control group. Includes commentaries by D. Baer, R. Foxx, A. Kazdin, G. Mesibov, and P. Mundy and reply from authors.
 WEBSITE: www.aamr.org/Periodicals/index.shtml

Grandin, Temple

Medications: Fact and Fiction: Video Presentation by Dr. Temple Grandin

PUBLISHER: Arlington, TX: Future Horizons, Inc., 1999, video: 30 min.
 GENERAL NOTE: Discusses how to evaluate medications used and treatments of autism, stressing that autism is sometimes diagnosed behaviorally but is a developmental disorder. In the diagnosis of autism and PPD under the age of four, recommends many hours of teaching and other non-drug interventions, and usually avoid medications to treat behavior problems. The most important thing is to balance risk against benefit, making sure that the medication works.
 WEBSITE: www.futurehorizons-autism.com

Weimer, Amy K., et al.

“Motor” Impairment in Asperger Syndrome: Evidence for a Deficit in Proprioception

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2001, 22(2), 10 pp.
 GENERAL NOTE: Gives results of study of motor impairment, part of Asperger syndrome in the DSM-IV. Pattern of impairments suggests that a proprioceptive deficit may underlie the incoordination observed in Asperger syndrome and that these individuals may be overreliant on visual input to maintain balance and position in space.
 WEBSITE: www.jrnlbbp.com

Donnellan, Ann; Leary, Martha

Movement Differences and Disturbances, Designing Accommodations: Some Things to Consider

PUBLISHER: Sacramento, CA: Donnellan and Leary, 1997, 15 pp.
 GENERAL NOTE: Notes from 3-day Supported Life Conference presentation giving strategies for accommodation design, spontaneous requesting, movement disturbance and sequencing.

Shields, Jane

The NAS EarlyBird Programme

PUBLISHER: Thousand Oaks, CA: Sage Publications, 2001, 8 pp.
 GENERAL NOTE: Gives overview and discusses strengths and weaknesses of National Autistic Society Early Bird Programme, an autism-specific three-month parent package, that emphasizes partnership with parents. Offers model of early intervention that bridges gap between early diagnosis and appropriate educational placement.
 WEBSITE: www.sagepub.com

Whaley, Kathy T., ed.; Shaw, Evelyn, ed., et al.

National Contacts and Other References on ASD in Early Childhood: A Part of the NECTAS Resource Collection on Autism Spectrum Disorders

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System, 1999, 22 pp.
 GENERAL NOTE: Gives collection of national contacts developed to help acquire information and link to a variety of agencies, associations, and organizations.
 WEBSITE: www.nectac.org

Whaley, Kathy T., ed.; Shaw, Evelyn, ed.

NECTAS Resource Collection on Autism Spectrum Disorders

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System, 1999, 124 pp.
 GENERAL NOTE: Provides materials representing a variety of perspectives and resources for providing appropriate and effective programs and services for young children with autism and their families. Designed for use by state-level early intervention and early childhood special education staff, local service providers, training and technical assistance providers, preservice and inservice educators, families and others who are interested in the special needs of children with autism spectrum disorders.
 WEBSITE: www.nectac.org

Brasic, James R.; Gianutsos, John G.

Neuromotor Assessment and Autistic Disorder

PUBLISHER: Thousand Oaks, CA: Sage Publications, Inc., 2000, 12 pp.
 GENERAL NOTE: Reviews neuromotor and neurobehavioral assessments for persons with autistic disorder and related conditions to improve the classification of the impairments and to facilitate using therapies specific for each class.
 WEBSITE: www.sagepub.com

Manjiviona, Janine; Prior, Margot

Neuropsychological Profiles of Children with Asperger Syndrome and Autism

PUBLISHER: Thousand Oaks, CA: Sage Publications, 1999, 30 pp.
 GENERAL NOTE: Gives results of study that examined the possibility that diagnostic differentiation between children with autism and Asperger syndrome may be enhanced through the use of neuropsychological profiles. It appears that current diagnostic differentiation in clinical practice may be primarily influenced by the child’s estimated verbal IQ level.
 WEBSITE: www.sagepub.com

National Institute of Child Health and Human Development (NICHD)

The NICHD/NIDCD Network on the Neurobiology and Genetics of Autism: The Collaborative Programs of Excellence in Autism (CPEAs)

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 4 pp.
 GENERAL NOTE: Describes collaboration of NICHD and the National Institute on Deafness and Other Communication Disorders (NIDCD) in a network of ten CPEA sites, each of which is studying a unique part of autism, using joint research on diagnostic and other core information to work together on genetic studies of autism.
 WEBSITE: www.nichd.nih.gov/publications/pubs.cfm

Powers, Michael D.

Ninos Autistas: Guia para padres, terapeutas y educadores (Children with Autism: A Parents’ Guide)

PUBLISHER: Rockville, MD/Mexico: Woodbine House/Editorial Trillas, 1999, 332 pp.
 GENERAL NOTE: Proporciona una introduccion completa y sensible al autismo y las maneras en que este puede afectar al nina durante los primeros seis anos de vida. Tambien describe el efecto del autismo en la vida familiar y la atencion diaria, y abarca temas importantes tales como educacion especial, defensa y derechos legales.
 WEBSITE: www.woodbinehouse.com

Mayes, Susan Dickerson; Calhoun, Susan L.

Non-significance of Early Speech Delay in Children with Autism and Normal Intelligence and Implications for DSM-IV Asperger's Disorder

PUBLISHER: Thousand Oaks, CA: Sage Publications, 2001, 14 pp.
 GENERAL NOTE: Gives results of study to determine if clinically meaningful differences existed between two groups of children with Asperger's syndrome, those with and without a significant speech delay, that would support absence of speech delay as a DSM-IV criterion for Asperger's disorder.
 WEBSITE: www.sagepub.com

Bagnato, Stephen J.; Neisworth, John T.

Normative Detection of Early Regulatory Disorders and Autism: Empirical Confirmation of DC: 0-3

PUBLISHER: Frederick, MD: Infants and Young Children, 1999, 12(2), 9 pp.
 GENERAL NOTE: Discusses research in new approaches for diagnoses and access to early intervention services for autism, as well as certain other recognized syndromes, to be characterized as disorders in self-regulation/temperament.
 WEBSITE: www.iycjournal.com

Autism National Committee; Lovaas, Ivar

On the Exclusive Use of Discrete Trial Training for Children Diagnosed as Autistic/PDD and Comments on Autcom Memorandum

PUBLISHER: Ardmore, PA: Autism National Committee, 1995, 14 pp.
 GENERAL NOTE: ANC lists 12 caveats to the exclusive use of DTT followed by comments from I. Lovaas responding to the memo, which he calls "potentially destructive."
 WEBSITE: www.autcom.org

Whaley, Kathy T., ed.; Sperry, Laurie, ed.

OSEP-Funded Early Childhood Projects and Project Materials on ASD: A Part of the NECTAS Resource Collection on Autism Spectrum Disorders

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System, 2000, 12 pp.
 GENERAL NOTE: Presents abstracts of demonstration and outreach projects, part of the collection on autism spectrum disorders in early childhood.
 WEBSITE: www.nectac.org

Sweeney, D.P.; Forness, S.R.; Levitt, J.G.

An Overview of Medications Commonly Used to Treat Behavioral Disorders Associated with Autism, Tourette Syndrome, and Pervasive Developmental Disorders

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 1998, 13(3), 7 pp.
 GENERAL NOTE: Discusses potential uses of psychopharmacologic therapy with children or youth who are diagnosed with autism, Tourette syndrome, or PDD and who display learning, emotional, or behavioral disorders. Explores possible benefits and known negative side effects associated with such treatment.
 WEBSITE: www.proedinc.com/focus.html

Park, Rebecca J.; Bolton, Patrick F.

Pervasive Developmental Disorder and Obstetric Complications in Children and Adolescents with Tuberous Sclerosis

PUBLISHER: Thousand Oaks, CA: Sage Publications, Inc., 2001, 12 pp.
 GENERAL NOTE: Study investigated the role of obstetric complications in determining phenotypic manifestations in tuberous sclerosis, a single gene disorder frequently associated with autism spectrum disorders. No differences in obstetric complications were found in children with and without autism spectrum disorders and there was no positive correlation between obstetric adversities and severity of autism spectrum disorders or intellectual impairments.
 WEBSITE: www.sagepub.com

Tsai, Luke Y.

Pervasive Developmental Disorders

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 1998, 16 pp.
 GENERAL NOTE: Answers some commonly asked questions regarding PDD and provides other resources for information and support.
 WEBSITE: www.nichcy.org

Bondy, Andy; Frost, Lori

A Picture's Worth: PECS and Other Visual Communication Strategies in Autism

PUBLISHER: Bethesda, MD: Woodbine House, 2001, 167 pp.
 GENERAL NOTE: Examines the value of visual, non-verbal communication strategies for children with autism. Provides overview of alternative and augmentative communication methods, and presents the Picture Exchange Communication System (PECS) in detail.
 WEBSITE: www.woodbinehouse.com

Rosenberg, Nancy; Boulware, Gusty-Lee

Playdates for Young Children with Autism and Other Disabilities

PUBLISHER: Missoula, MT: Young Exceptional Children, 2005, 8(2), 10 pp.
 GENERAL NOTE: Discusses different aspects of running successful playdates for children with autism and other developmental disabilities, involving a parent facilitator. Discusses practical aspects of the playdate and how to select appropriate social goals for the child with autism and suggests a variety of strategies for successfully achieving those goals.
 WEBSITE: www.dec-sped.org/journals.html#yec

Filipek, Pauline A., et al.

Practice Parameter: Screening and Diagnosis of Autism: Report of the Quality Standards Subcommittee of the American Academy of Neurology and the Child Neurology Society

PUBLISHER: St. Paul, MN: American Academy of Neurology, 2000, 13 pp.
 GENERAL NOTE: Reviews available evidence and gives recommendations for the identification of children with autism. A dual process is required: routine developmental observation and screening specifically for autism for children to first identify those at risk for any type of atypical development, and to identify those specifically at risk for autism; and to diagnose and evaluate autism, to differentiate autism from other developmental disorders.
 WEBSITE: www.aan.com/public/index.cfm

Scholper, E.; Van Bourgondien, M.E.; Bristol, M.M.

Preschool Issues in Autism

PUBLISHER: New York, NY: Plenum Press, 1993, 294 pp.
 GENERAL NOTE: Addresses aspects of autism in young children seen from perspective of normal child and family development. Includes issues of diagnosis, assessment, treatment, parent perspective, early social development, communication, behavior management, medical syndromes, early intervention and legislation. Focuses on key concepts in each area.

Schwartz, Ilene S. ; Sandall, Susan R.; McBride, Bonnie J.; Boulware, Gusty-Lee

Project DATA (Developmentally Appropriate Treatment for Autism): An Inclusive School-Based Approach to Educating Young Children with Autism

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 2004, 24(3), 13 pp.
 GENERAL NOTE: Provides data demonstrating the effectiveness of a model demonstration project for developing a school-based program for young children with autism that would be effective and acceptable to consumers (parents, school personnel). Discusses implications of this type of inclusive programming for young children with autism.
 WEBSITE: www.proedinc.com/tec.html

Wood, Trina

Project Hope: A M.I.N.D. That Matters

PUBLISHER: Davis, CA: UC Davis Magazine, 2000, 5 pp.
 GENERAL NOTE: Recounts how the M.I.N.D. Institute (Medical Investigation of Neurodevelopmental Disorders) was begun, and discusses its focus and impact.
 WEBSITE: www-ucdmag.ucdavis.edu

Weiss, Mary Jane; Harris, Sandra L.

Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism

PUBLISHER: Bethesda, MD: Woodbine House, 2001, 240 pp.
 GENERAL NOTE: Guide for parents offers strategies on helping children with autism to develop social behavior using Applied Behavior Analysis (ABA). Focuses on play skills, language of social skills, understanding another person's perspective, and using these skills in an inclusive classroom, with strategies on how to teach basic play skills, how to play with others, to recognize social cues, and engage in social conversation. Gives activities parents and teachers can practice at home and school.
 WEBSITE: www.woodbinehouse.com

Odom, Samuel L.; Watts, Emily

Reducing Teacher Prompts in Peer-Mediated Intervention for Young Children with Autism

PUBLISHER: Austin, TX: The Journal of Special Education, 1991, 25(1), 17 pp.
 GENERAL NOTE: Examines intervention package designed to support the transfer of a peer-mediated intervention for young children with autism to a setting in which teacher verbal prompts were not provided.
 WEBSITE: www.proedinc.com/jse.html

National Institute of Child Health and Human Development (NICHD)

Rett Syndrome

PUBLISHER: Rockville, MD: NICHD Clearinghouse, 2001, 4 pp.
 GENERAL NOTE: Gives overview of Rett syndrome, a condition classified as an autism spectrum disorder, which causes autism-like symptoms, such as poor language skills, repeated hand motions, and decreased social contact in girls.
 WEBSITE: www.nichd.nih.gov

Harris, Sandra L.; Weiss, Mary Jane

Right from the Start: Behavioral Intervention for Young Children with Autism, A Guide for Parents and Professionals

PUBLISHER: Bethesda, MD: Woodbine House, 1998, 151 pp.
 GENERAL NOTE: Helps parents of young children with autism and related disorders and their service providers explore programs that use early intensive behavioral intervention. Helps children five and under with improvement in intellectual, social, and adaptive functioning, enabling them to move on to regular preschools. Compares various early intervention models, gives case studies, research findings and parent statements.
 WEBSITE: www.woodbinehouse.com

Filipek, Pauline A., et al.

The Screening and Diagnosis of Autistic Spectrum Disorders

PUBLISHER: Norwell, MA: Journal of Autism and Developmental Disabilities, 1999, 29(6), 46 pp.
 GENERAL NOTE: Gives results of study concluding that appropriate diagnosis of autism requires a dual-level approach: routine developmental surveillance, and diagnosis and evaluation of autism. Gives specific detailed recommendations for each level to improve the rate of early suspicion and diagnosis of, and therefore early intervention for, autism.
 WEBSITE: http://oadd.icomm.ca/publications/journal/jddfront.htm

Grandin, Temple

Sensory Challenges and Answers: Video Presentation by Dr. Temple Grandin

PUBLISHER: Arlington, TX: Future Horizons, Inc., 1999, video: 30 min.
 GENERAL NOTE: Discusses extremely variable disorder of sensitivities and the variable levels of sensory problems experienced by those with autism. Gives strategies and techniques to help and stresses the importance of good teachers over a particular program.
 WEBSITE: www.futurehorizons-autism.com

Connecticut Birth to Three System

Service Guideline #1: Autistic Spectrum Disorder

PUBLISHER: Hartford, CT: Connecticut Birth to Three System, 2001, 51 pp.
 GENERAL NOTE: Helps families and service providers develop intervention plans for families of children who have characteristics of disorders on the autistic spectrum, including pervasive developmental disorder (PDD).
 WEBSITE: www.birth23.org

Harris, Sandra L.

Siblings of Children with Autism: A Guide for Families

PUBLISHER: Bethesda, MD: Woodbine House, 1994, 133 pp.
 GENERAL NOTE: Discusses understanding sibling relationships, how autism affects these relationships, and what families can do to support their children as they cope with the intensive needs of a child with autism.
 WEBSITE: www.woodbinehouse.com

Mesibov, Gary B.

Some Thoughts on Social Skills Training for Children, Adolescents, and Adults with Autism

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina, 8 pp.
 GENERAL NOTE: Discusses need for consistency in social skills training with what individuals with autism understand, focusing on positive experiences. Techniques include use of highly structured groups, participation of non-autistic peers, and involvement in activities that maximize social interaction.
 WEBSITE: www.unc.edu

Shaul, Marnie; Edwards, Deborah; El-Hodiri, Nagla'a; Merriam, Art

Special Education: Children with Autism

PUBLISHER: Washington, DC: U.S. Government Accountability Office (GAO), 2005, 40 pp.

GENERAL NOTE: Describes trend in the number of children diagnosed with autism served under IDEA, the services provided to these children, the estimated per pupil expenditures for educating children with autism, and approaches to their education. Results show that intervention at an early age is a key feature of successful approaches to educating children with autism.

WEBSITE: www.unc.edu

Ogletree, Billy T.; Oren, Thomas

Structured Yet Functional: An Alternative Conceptualization of Treatment for Communication Impairment in Autism

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(4), 6 pp.

GENERAL NOTE: Examines structure-functionality relationship in traditional communication-based treatment approaches for children with autism.

WEBSITE: www.proedinc.com/focus.html

Smith, Diana K.; Woliver, Sandra

Symposium on Autism: Legal Issues Panel

PUBLISHER: San Rafael, CA: Contra Costa SELPA and Region L, 1995, 19 pp.

GENERAL NOTE: Includes Ed Code Section 56026, 56440-56449, 56361, and case descriptions.

Mesibov, Gary

The TEACCH Approach

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services/Contemporary Forums, 1998, 64 min.

GENERAL NOTE: Audiotape of presentation given at Governor's Conference. Describes ways TEACCH method was developed as a resource as well as a direct service program in North Carolina, and the ways it cooperates and collaborates with other statewide programs, i.e. school or residential programs.

WEBSITE: www.dds.ca.gov

Koegel, Robert L.; Koegel, Lynn Kern

Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, 256 pp.

GENERAL NOTE: Gives information, guidance and long-term strategies for supporting students with autism with overview plus specific techniques and strategies on environments, behavior, language, social skills, and learning outcomes.

WEBSITE: www.brookespublishing.com

Quill, Kathleen

Teaching Children with Autism: Strategies to Enhance Communication and Socialization

PUBLISHER: New York, NY: Delmar Publishers, Inc, 1995, 315 pp.

GENERAL NOTE: Describes teaching strategies and instructional adaptations that capitalize on the individual strengths and learning styles of the autistic child.

WEBSITE: www.delmarlearning.com

McClannahan, Lynn E.; Krantz, Patricia J.

Teaching Conversation to Children with Autism: Scripts and Script Fading

PUBLISHER: Bethesda, MD: Woodbine House, 2005, 169 pp.

GENERAL NOTE: Using applied behavior analysis (ABA) principles, describes using scripts (audiotaped and written) and script-fading strategies to provide a predictable and meaningful structure to help children and adults with autism initiate and engage in conversation. For parents, teachers, and speech-language pathologists, gives case studies, charts, and photographs to help teach conversation skills.

WEBSITE: www.woodbinehouse.com

Santa Barbara County Autism Dissemination Project

Teaching Makes a Difference: Guide for the Development of Successful Classes for Autistic and Other Severely Handicapped Children - Teachers Manual

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1977, 212 pp.

GENERAL NOTE: Developed as model for teaching autistic children in public schools, used as workshop for hands-on teaching. Gives teaching techniques for autistic and other severely involved children.

WEBSITE: www.cde.ca.gov

Stoddart, Kevin P.

The Treatment of High-Functioning Pervasive Developmental Disorder and Asperger's Disorder: Defining the Social Work Role

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(1). 8 pp.

GENERAL NOTE: Reviews the disorders, the literature, and the roles of the social worker relative to education, case management, family therapy, individual therapy, and group work.

WEBSITE: www.proedinc.com/focus.html

Siegel, Bryna

Treatment of Young Children with Autism: Tailoring Treatment to Individual Learning Disabilities: Presentation at Governor's Conference

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1998, video: 50 min.; audio: 50 min.

GENERAL NOTE: Presentation at Partners in Prevention V, discusses a conceptual framework for thinking about children with autism developmentally and in terms of their individual educational needs. Available in video or audiotape.

WEBSITE: www.dds.ca.gov

Newman, Suzanne; Cartegena, Chiqui

Understanding Autism

PUBLISHER: Boston, MA: Fanlight Productions, 1993, video: 19 min.

GENERAL NOTE: Discusses nature and symptoms of autism and outlines treatment program based on behavior modification principles.

WEBSITE: www.fanlight.com

Janzen, Janice E.

Understanding the Nature of Autism: A Practical Guide

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1996, 477 pp.

GENERAL NOTE: Examines spectrum of autism, describing deficits and strengths and provides practical information and strategies. Includes figures, reproducible record forms, and glossary.

WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Hume, Kara; Bellini, Scott; Pratt, Cathy

The Usage and Perceived Outcomes of Early Intervention and Early Childhood Programs for Young Children with Autism Spectrum Disorders

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), Winter 2005, 25(4), 13 pp.

GENERAL NOTE: Explores questions about dose, intensity, mode of delivery, age of implementation, and setting involved in early intervention/early childhood education programs for children with autistic spectrum disorders. Gives elements of effective early intervention programs and results of study to examine usage practices of early intervention and early childhood practices and gauge the perceived outcomes and social validity of the specific interventions and methods of service delivery across the developmental domain.

WEBSITE: www.proedinc.com/tec.html

Grandin, Temple

Visual Thinking of a Person with Autism: Video Presentation by Dr. Temple Grandin

PUBLISHER: Arlington, TX: Future Horizons, Inc., 1999, video: 30 min.

GENERAL NOTE: Discusses importance of working on developing skills exhibited by children with autism who are visual thinkers and gives strategies for helping children who "think in pictures." Visual thinkers form their theories and general principals by looking at many specific examples and finding common elements in them. It is specific to general thinking.

WEBSITE: www.futurehorizons-autism.com

Barnhill, Gena P.

What Is Asperger Syndrome?

PUBLISHER: Austin, TX: Intervention in School and Clinic, 2001, 36(5), 7 pp.

GENERAL NOTE: Focuses on the characteristics of the developmental disability of Asperger syndrome, and the importance of recognizing the condition early so that appropriate interventions can be provided for successful coping.

WEBSITE: www.proedinc.com/isc.html

Kerrin, R.G.; Murdock, J.Y.; Sharpton, W.R.; Jones, N.

Who's Doing the Pointing? Investigating Facilitated Communication in a Classroom Setting with Students with Autism

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1998, 13(2), 7 pp.

GENERAL NOTE: Investigates accuracy of facilitated communication, including the use of "blind" and "sighted" facilitators. Results indicate higher percentage when pointing to pictures and objects with the "sighted" facilitator.

WEBSITE: www.proedinc.com/focus.html

Hope Infant Family Support Program

The World of Autism: Understanding Diagnosis/Treatment Options

PUBLISHER: San Diego, CA: San Diego County Office of Education, 2001, video: 55 min.

GENERAL NOTE: Addresses a variety of issues and commonly asked questions regarding diagnosis and treatment options available to children with autism, Asperger's syndrome, and other pervasive developmental disorders. Through interviews with parents and professionals, goes through getting the diagnosis, learning about the autism spectrum, exploring interventions and developing a treatment plan. Stresses importance of creating an educational program designed for the individual child and collaboration between parents and service providers.

WEBSITE: www.sdcoe.k12.ca.us

Siegel, Bryna

The World of the Autistic Child: Understanding and Treating Autistic Spectrum Disorders

PUBLISHER: New York, NY: Oxford University Press, 1996, 359 pp.

GENERAL NOTE: Guides parents of autistic children, teachers, child specialists, and other professionals that care for them through symptoms and labels of understanding the diagnosis of autism, the available treatments, how to decide what is best for a particular child, importance of intensive early education, and how to find resources and available help.

WEBSITE: www.oup.co.uk

DISABILITIES AND AT-RISK FACTORS:
Multi-Disabilities/Severe Disabilities

[4045]

Buttram, Beverly; Brown, Glenna

Developmental Physical Management for the Multi-Disabled Child

PUBLISHER: University, AL: University of Alabama, 1977, 75 pp.

GENERAL NOTE: Discusses approach to developmental physical management concerning the specific care and handling of the multi-disabled infant, with emphasis on cerebral palsy, showing importance of positioning and management in an educational environment.

WEBSITE: www.ua.edu

Jones, Carroll J.

Evaluation and Educational Programming of Students with Deafblindness and Severe Disabilities: Sensorimotor Stage

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, Ltd., 2002, 287 pp.

GENERAL NOTE: Provides teacher training text and resource for teachers and other professionals serving not only students with deafblindness and severe disabilities, but also children of any disability functioning within the sensorimotor stage of development. Gives theoretical background information, medical and diagnostic information, and specific instructional information to use in determining functional abilities for program planning and writing IEPs, collecting data to monitor IEPs, and ideas for hands-on materials to create and use for instruction in the classroom.

WEBSITE: www.ccthomas.com

Greenspan, Stanley I., ed.; Wieder, Serena, ed.; Lieberman, Alicia, ed.; Nover, Robert, ed.; Lourie, Reginald, ed.; Robinson, Mary, ed.

Infants in Multirisk Families: Case Studies in Preventive Intervention: Clinical Infant Reports Series of the National Center for Clinical Infant Programs

PUBLISHER: Madison, WI: International Universities Press, Inc., 1987, 626 pp.

GENERAL NOTE: Presents four case studies in detail, providing clinical data for comprehensive clinical preventive approaches for infants and their families.

WEBSITE: www.iup.com

Sailor, Wayne; Wilcox, Barbara; Brown, Lou

Methods of Instruction for Severely Handicapped Students

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1980, 352 pp.

GENERAL NOTE: Presents model with assessment and teaching of skill-shaping techniques consistent with functional skills taught in natural settings, appropriate for the individual's interaction with his/her environment.

WEBSITE: www.brookespublishing.com

Klein, M. Diane; Chen, Deborah; Haney, Michele

Promoting Learning Through Active Interaction (PLAI): A Guide to Early Communication with Young Children who have Multiple Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 189 pp.
 GENERAL NOTE: Gives curriculum designed primarily for infants, pre-schoolers, and young children with severe or multiple disabilities who are not yet initiating symbolic communication and who have a limited repertoire of communicative behavior. Promotes active interactions among caregivers, children, and their service providers and addresses goals of developing a clear understanding of the child's existing repertoire of cues and behaviors, understanding the child's like and dislikes and current means of communication, increasing the number, frequency, and clarity of the child's communicative behaviors, and strengthening the interactive relationship between the caregiver and the child.
 WEBSITE: www.brookespublishing.com

National Information Center for Children and Youth with Disabilities (NICHCY)

Severe and/or Multiple Disabilities

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.
 GENERAL NOTE: Gives definition, characteristics, medical and educational implications, resources, and organizations on severe and/or multiple disabilities.
 WEBSITE: www.nichcy.org

Chen, Deborah

Starting Points: Instructional Practices for Young Children Whose Multiple Disabilities Include Visual Impairment

PUBLISHER: Los Angeles, CA: Blind Children's Center, 1995, 157 pp.
 GENERAL NOTE: Provides information for teachers of young children with visual and multiple disabilities on common conditions, educational needs and teaching strategies, program development, team building, working with families, instructional considerations and communication, daily living, mobility, self-help, behavioral and social-emotional development.
 WEBSITE: www.blindcntr.org

Chen, Deborah; Holloway, Elise; Klein, M. Diane; Myck-Wayne, Janice; Salcedo, Patty; Snell, Rita

Supplement for Promoting Learning Through Active Interaction (PLAI): A Guide to Early Communication with Young Children Who Have Multiple Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2004, 28 pp.
 GENERAL NOTE: Printout of online materials intended to supplement and enhance "Promoting Learning Through Active Interaction (PLAI): A Guide to Early Communication with Young Children Who Have Multiple Disabilities." Provides suggestions related to the family and the child's sensory processing, vision, hearing, and motor considerations.
 WEBSITE: www.brookespublishing.com

DISABILITIES AND AT-RISK FACTORS: [4046]
Severe Emotional Disturbance

National Information Center for Children and Youth with Disabilities (NICHCY)

Emotional Disturbance

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.
 GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations concerning emotional disturbance.
 WEBSITE: www.nichcy.org

Duncan, Brent B.; Burns, Steve; Robertson, Laurel
Providing Quality Services To Emotionally Disturbed Students and Their Families in California: Recommended Program Standards for Community-Based Programs

PUBLISHER: Sacramento, CA : Resources in Special Education (RiSE)/CA Dept. of Education, 1996, 73 pp.
 GENERAL NOTE: Describes standards for framework outline, offers detailed recommendations and advice about the consensus reached on service delivery for SED children in California.
 WEBSITE: www.cde.ca.gov

DISABILITIES AND AT-RISK FACTORS: [4047]
Hearing Impairments/Deaf/Deaf-Blind

Rawiszer, S.

All Children Can Be Assessed for Hearing: No Child is Ever Too Young or Too Difficult

PUBLISHER: Sacramento, CA: CA Dept. of Health Services, 1997, 22 pp.
 GENERAL NOTE: Gives overview and handouts on the anatomy, anomalies, and diseases of hearing and how hearing is linked to communication. Includes testing procedures for infants and toddlers, glossary, instructional strategies and suggestions for parents.
 WEBSITE: www.dhs.ca.gov

Warner Bros.

Bugs Bunny and Friends

PUBLISHER: Los Angeles, CA: United American Video Corp, 1991, video: 15 min.
 GENERAL NOTE: Signed edition of Bugs Bunny and Joe, gold fever leads to explosive antics for Prospector Fudd.

Swanson, Janine

California's Early Start Program: Low Incidence Disabilities-Hearing Impairment

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1995, 5 pp.
 GENERAL NOTE: Discusses services for infants and toddlers with hearing impairments focusing on the unique needs of these children.
 WEBSITE: www.cde.ca.gov

Simmons-Martin, Audrey

Chats With Johnny's Parents

PUBLISHER: Washington, DC: Alexander Graham Bell Association for the Deaf, Inc., 1979, 78 pp.
 GENERAL NOTE: Discusses informally general language ideas, lipreading, how we hear, amplification, care of the hearing aid and other issues for parents and as a guide for professionals establishing or remodeling early education programs.
 WEBSITE: www.agbell.org/DesktopDefault.aspx

Schwartz, Sue, ed.

Choices in Deafness: A Parents' Guide to Communication Options

PUBLISHER: Bethesda, MD: Woodbine House, 1996, 332 pp.
 GENERAL NOTE: Discusses choosing appropriate communication option for a child with a hearing loss. Presents communication options: Auditory-Verbal Approach, Bilingual-Bicultural Approach, Cued Oral Approach, and Total Communication. Explains medical causes of hearing loss, the diagnostic process, audiological assessment, and cochlear implants. Children and parents also offer their personal experiences.
 WEBSITE: www.woodbinehouse.com

Allmann, John, ed.

Cochlear Implants: Special Edition

PUBLISHER: San Diego, CA: Independently Merging Parent Associations of CA Together for the Deaf and the Hard of Hearing (IMPACT): 1997, 10 pp.
 GENERAL NOTE: Special edition of IMPACT newsletter gives information on cochlear implants, issues involved, and position papers.
 WEBSITE: www.deafkids.org

Northcott, Winifred H., ed.

Curriculum Guide: Hearing-Impaired Children (0-3 Years) and their Parents

PUBLISHER: Washington, DC: Alexander Graham Bell Association for the Deaf, Inc., 1978, 303 pp.
 GENERAL NOTE: Focuses on home-centered, parent-guided, natural language approach to learning, using the infant's daily activities, and including the involvement of an interdisciplinary team.
 WEBSITE: www.agbell.org/DesktopDefault.aspx

National Information Center for Children and Youth with Disabilities (NICHCY)

Deafness and Hearing Loss

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.
 GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations on deafness and hearing loss.
 WEBSITE: www.nichcy.org

Oral Deaf Education Film and Information Office

Dreams made real: Into the mainstream

PUBLISHER: Palo Alto, CA: Oral Deaf Education and Information Office, 2004, handbook: 47 pp.; brochure: 5 pp.; DVD: 23 min.+60 min.; video: 23 min.+60 min.
 GENERAL NOTE: Both visuals feature a five-year follow-up film, and the original film "Dreams Spoken Here," showing oral deaf children and their families in early identification and oral deaf education. Handbook is to help parents make informed choices after they learn their child has hearing loss. "The ABCs in Early Intervention" brochure gives comprehensive information about auditory brain development and literacy, and the importance of early intervention in the first six months of life.
 WEBSITE: www.oraldeafed.org

Oberkottter Foundation

Dreams Spoken Here

PUBLISHER: Philadelphia, PA: Oberkottter Foundation, 2001, video: 60 min.
 GENERAL NOTE: Shows the impact new technology can have on deaf and hard-of-hearing children learning to listen and speak.
 WEBSITE: www.oraldefed.org

Roberts, Joanne E.; Zeisel, Susan A.

Ear Infections and Language Development

PUBLISHER: Chapel Hill, NC: National Center for Early Development and Learning (NCEDL), 2001, 13 pp.
 GENERAL NOTE: Gives information on otitis media, how to recognize a hearing loss, and gives a checklist on milestones of language development.
 WEBSITE: www.fpg.unc.edu/ncedl

Michael, Martha

Early Intervention for Infants with Deaf-Blindness

PUBLISHER: Reston, VA: Exceptional Children, 1991, 9 pp.
 GENERAL NOTE: Discusses effects of deafness and blindness, educational placements and services for infants with dual sensory impairments and personnel training. Presents several intervention theories and their effects on current special education practices.
 WEBSITE: http://journals.sped.org

Ross, Mark, ed.; Nober, Linda W., ed.

Educating Hard of Hearing Children

PUBLISHER: Reston, VA: Council for Exceptional Children, 1981, 128 pp.
 GENERAL NOTE: Describes interrelations of speech-language pathologists, audiologists, classroom teachers, and parents, working together to produce optimal education for hard of hearing children.
 WEBSITE: www.cec.sped.org

Mavilya, Marya P.; Mignone, Bernadette R.

Educational Strategies for the Youngest Hearing Impaired Children (0 to 5 Years of Age)

PUBLISHER: Jackson Heights, NY: Lexington School for the Deaf, 1977, 103 pp.
 GENERAL NOTE: Presents appropriate intervention starting at infancy for the early education of hearing impaired children as resource guide for parents and teachers of young hearing impaired children (0-5 inclusive).
 WEBSITE: www.greatschools.net/cgi-bin/ny/private/5075

Ellis, J.

Facts and "Tidbits" about Deafness

PUBLISHER: Berkeley, CA: Center for the Education of the Infant Deaf, 1994, 35 pp.
 GENERAL NOTE: Packet includes statistics, assessment information and selected articles about young children with hearing impairments and appropriate family-centered services for program administrators.
 WEBSITE: www.ceid.org

Oberkottter Foundation

Haga un ruido alegre: Un manual para los padres de niños sordos y de audición deficiente

PUBLISHER: Kamloops, British Columbia, Canada: AudioTech Healthcare Corp., 1999, handbook: 70 pp.; video: 20 min.; sheets: 8; supplement: 16 pp.
 GENERAL NOTE: In Spanish gives brief introduction to oral deaf education, from infancy to adolescence and adulthood, focusing on the critical early years. Supplement, in English, addresses maximizing auditory and speech potential for deaf and hard of hearing children.
 WEBSITE: www.oraldefed.org

Ski-Hi Institute

Hearing Aid Management Skills for Families of Young Children Who Are Deaf or Hard of Hearing

PUBLISHER: North Logan, UT: HOPE, Inc., 1998, video: 56 min.
 GENERAL NOTE: Teaches basic hearing aid management skills for family members of young children, including anatomy, testing, functions of the hearing aid, using and troubleshooting for the hearing aid.
 WEBSITE: www.skihi.org

Wilkerson, Bill

Hearing Development and Hearing Loss: Birth to Three Years

PUBLISHER: Nashville, TN: Bill Wilkerson Center Press, 1995, video: 14 min.
 GENERAL NOTE: Illustrates milestones of hearing development in first three years of life. Describes structures of the ear and their role in hearing, risk factors and conditions associated with hearing loss, conductive and sensorineural hearing loss, and where to look for assistance if caregiver suspects a child has a hearing loss.
 WEBSITE: www.vanderbiltchildrens.com/interior.php?mid=1637

Stokes, Jacqueline, ed.

Hearing Impaired Infants: Support in the First Eighteen Months

PUBLISHER: London, England: Whurr Publishers, 1999, 246 pp.

GENERAL NOTE: Gives overview of hearing loss in early childhood, details on technology, including cochlear implants, communication options, and school options and placements.

Northern, Jerry L.; Downs, Marion P.

Hearing in Children

PUBLISHER: Baltimore, MD: Lippincott Williams & Wilkins, 2002, 466 pp.

GENERAL NOTE: Gives state of knowledge of hearing and auditory disorders in infants, toddlers, and young children. Discusses in detail hearing tests and hearing screening technologies, guidelines and position statements, and hearing aid fitting and management issues.

WEBSITE: www.lww.com

Ferris, Caren

A Hug Just Isn't Enough

PUBLISHER: Washington, DC: Gallaudet College Press, 1985, 92 pp.

GENERAL NOTE: Parents with children who are hard of hearing or deaf share experiences and photos descriptions.

WEBSITE: www.gallaudet.edu

Lang, Janna Smith; Houghton, Joan; Brown, David

Identification of Hearing and Vision Problems: A Comprehensive Overview

PUBLISHER: San Francisco, CA: CA Deaf-Blind Services, video: 3 hrs.

GENERAL NOTE: Gives presentation of satellite training for identifying infants and toddlers for whom vision and hearing problems are just being identified or for those who have been overlooked.

WEBSITE: www.sfsu.edu/~cadbs

Katz, Laurie; Schery, Teris K.

Including Children with Hearing Loss in Early Childhood Programs

PUBLISHER: Washington, DC: Young Children, Jan. 2006, 61(1), 10 pp.

GENERAL NOTE: Focuses on helping teachers understand the nature and needs of children with hearing loss so appropriate classroom modifications can be made.

WEBSITE: www.journal.naeyc.org

Baud, Hank, ed.; Garrett, Jeff, ed.

Innovative and Experimental Happenings in Deaf-Blind Education

PUBLISHER: Raleigh, NC: North Carolina Dept. of Public Instruction, 1974, 125 pp.

GENERAL NOTE: Presents 14 papers from workshop covering adapted physical education, audiological and visual evaluations, curriculum development from birth to 12 years old, parent involvement, services in rural areas, and program evaluation procedures.

WEBSITE: www.ncpublicschools.org

Hartbauer, Roy E.

An Introduction to Your Child Who Has a Hearing Impairment

PUBLISHER: Redmond, WA: Medic Publishing Co., 1988, 24 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with a hearing impairment.

Tidwell, Mary S.

John Tracy Clinic Language Guide

PUBLISHER: Los Angeles, CA: John Tracy Clinic, Univ. of Southern CA, 1976, 168 pp.

GENERAL NOTE: Facilitates teaching language to deaf children by providing a detailed and specific description of the language program at John Tracy Clinic.

WEBSITE: www.johntracyclinic.org

Frazier-Maiwald, Virginia; Williams, Lenore M.

Keys to Raising a Deaf Child

PUBLISHER: Hauppauge, NY: Barron's Educational Series, Inc., 1999, 208 pp.

GENERAL NOTE: Provides parents with information, tips and suggestions for fostering a nurturing and language-rich environment for a child who is deaf or hearing impaired.

WEBSITE: www.barronseduc.com

Yoshinaga-Itano, C.; Sedey, A.L.; Coulter, D.K.; Mehl, A.I.

Language of Early- and Later-Identified Children with Hearing Loss

PUBLISHER: Elk Grove Village, IL: Pediatrics, 1998, 102(5), 11 pp.

GENERAL NOTE: Discusses results of study showing significantly better language development associated with early identification of hearing loss and early intervention.

WEBSITE: pediatrics.aappublications.org

Chen, Deborah; Friedman, Clare Taylor; Calvello, Gail

Learning Together: A Parent Guide to Socially-Based Routines For Visually Impaired Infants

PUBLISHER: San Francisco, CA: Blind Babies Foundation, 1988, 44 pp.

GENERAL NOTE: Provides parent-oriented information on blindness, early development and ideas for learning through daily activities and parent-child interactions.

WEBSITE: blindbabies.typepad.com

Ellis, Jill

Low Incidence Programs for Deaf Babies and Their Families

PUBLISHER: Berkeley, CA: Center for the Education of the Infant Deaf, 1995, 35 pp.

GENERAL NOTE: From an administrators' presentation, gives information on deaf babies, facts, assessment, play, stages of development, and includes articles by J.LeBuffe, "Developing Language, Reading, and Writing of Deaf Students;" J.P. Thibault and J.S. McKee, "Practical Parenting with Piaget;" B.K.Eheart and R.L. Leavitt, "Supporting Toddler Play;" and C.K. Williams and C. Kamii, "How Do Children Learn by Handling Objects?"

WEBSITE: www.ceid.org

LaPorta, Rita Ann; McGee, Donald Ivan; Simmons-Martin, Audrey;

Vorce, Eleanor; von Hippel, Caren Saaz; Donovan, John

Mainstreaming Preschoolers: Children with Hearing Impairment, A Guide for Teachers, Parents, and Others Who Work with Hearing Impaired Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1978, 123 pp.

GENERAL NOTE: Mainstreaming guidelines for children with hearing impairments. Developed for Project Head start but applicable to all preschool program staff and parents.

Oral Deaf Education; Oberkotter Foundation

Make a Joyful Noise: An Information Kit for Parents of Children who are Deaf and Hard of Hearing

PUBLISHER: Palo Alto, CA: Oral Deaf Education Film and Information Office, 1999, handbook: 70 pp.; video: 20 min.; sheets: 13 pp. ; supplement: 16 pp.

GENERAL NOTE: Gives brief introduction to oral deaf education, from infancy to adolescence and adulthood, focusing on the critical early years. Supplement addresses maximizing auditory and speech potential for deaf and hard of hearing children.

WEBSITE: www.oraldeafed.org

Early Identification of Hearing Impairments Task Force

Manual for Primary Care Provider: What to Do When a Hearing Impaired Child Enters Your Practice

PUBLISHER: Macon, GA: Medical Center of Central Georgia, 1998, 27 pp.

GENERAL NOTE: Gives strategies for improving identification of hearing impairments in children with the goals of increasing community awareness of the implications of hearing loss, and of helping families receive appropriate habilitation for their hearing impaired children. Proposes that all children have their hearing screened within six months of birth and significant congenital hearing loss be identified and amplified by one year of age.

WEBSITE: www.mccg.org

Downs, Marion P., et al.

Newborn Hearing Screening: Changing Lives

PUBLISHER: Boulder, CO: Marion Downs National Center for Infant Hearing, video: 12 min.

GENERAL NOTE: Describes and shows importance of newborn hearing screening with a two-minute test at birth using technology now available. Early intervention and therapy leads to language skills necessary for reading and social development.

WEBSITE: www.colorado.edu/slhs/mdnc

U.S. Dept. of Education

Opening Doors: Technology and Communication Options for Children with Hearing Loss

PUBLISHER: Washington, DC: U.S. Dept. of Education, 2005, 8 pp.

GENERAL NOTE: Gives fact sheet to help parents connect with service systems and support groups to help with a child who has a hearing loss.

WEBSITE: www.ed.gov

Roberts, Joanne E.; Wallace, Ina F.; Henderson, Frederick W.

Otitis Media in Young Children: Medical, Developmental, and Educational Considerations

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 352 pp.

GENERAL NOTE: Reviews literature on epidemiology, diagnosis, and medical management of otitis media, its secondary audiologic and communicative effects, and its impact on families. Provides strategies for identifying and intervening with children with frequent otitis media.

WEBSITE: www.brookespublishing.com

Jung, Marjorie D.

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

PUBLISHER: Farmington, CT: A.J. Papanikou Center for Excellence in Developmental Disabilities Education, Research, and Service, video: 16 min.

GENERAL NOTE: Helps promote a better understanding of the early intervention process, and introduces families to amplification, parent to parent support, and various communication options.

WEBSITE: www.uconnucedd.org

Jung, Marjorie D.

A Parent's Guide: Newborn Hearing Screening

PUBLISHER: Farmington, CT: A.J. Papanikou Center for Developmental Disabilities, video: 18 min.

GENERAL NOTE: Designed to expedite the identification of hearing loss in newborns, helps promote a better understanding of early communication development. Provides parents with practical information about the hearing screening and follow-up process.

WEBSITE: www.uconnucedd.org

Center for the Education of the Infant Deaf

Pediatric Resource Guide to Infant and Childhood Hearing Loss

PUBLISHER: Berkeley, CA: Center for the Education of the Infant Deaf, 2001, manual: 75 pp.; folder; brochure; forms

GENERAL NOTE: Gives a comprehensive resource guide for pediatric providers. Contains information to understand and interpret information and legislation related to infant and childhood hearing loss. Covers law, role of pediatrician, defining "at risk," stages of auditory development, screening and diagnostic measures used, audiogram, cochlear implants, glossary and website resource list. Includes tables and charts, checklist, and folder of information from the University of San Francisco.

WEBSITE: www.ceid.org

Sager, Nancy Grosz, et al.

Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards

PUBLISHER: Sacramento, CA: CA Dept. of Education, 2000, 207 pp.

GENERAL NOTE: Contains recommended guidelines to use in identifying, assessing, planning, and providing appropriate educational services to all children who are deaf or hard of hearing, and to assist in monitoring programs for these students. Includes glossary and resource list.

WEBSITE: www.cde.ca.gov

Moog, Jean S.; Geers, Ann V.

Scales of Early Communication Skills for Hearing Impaired Children

PUBLISHER: St. Louis, MO: Central Institute for the Deaf, 1975, 53 pp.

GENERAL NOTE: Designed to evaluate speech and language development of hearing-impaired children between ages of two and eight years, as first step in establishing realistic teaching objectives.

WEBSITE: www.cid.wustl.edu

Connecticut Birth to Three System

Service Guideline #5: Young Children who are Hard of Hearing or Deaf - Intervention Guidance for Service Providers and Families

PUBLISHER: Hartford, CT: Connecticut Birth to Three System, 1999, 66 pp.

GENERAL NOTE: Gives guideline to assist families and service providers with the development of Individualized Family Service Plans (IFSPs) for children who are hard of hearing or deaf. Includes information on hearing loss and deafness, intervention philosophies and approaches, and available services and resources for families and children in Connecticut.

WEBSITE: www.birth23.org

Roberts, S.B.; Brown, P.M.; Rickards, F.W.

Social Pretend Play Entry Behaviors of Preschoolers With and Without Impaired Hearing

PUBLISHER: Reston, VA: Journal of Early Intervention, 1995, 20(1), 32 pp.

GENERAL NOTE: Identifies behaviors used by children with impaired hearing and their peers with normal hearing to enter social pretend play in the home corner area of an integrated kindergarten. Discusses implications for early intervention.

WEBSITE: www.dec-spced.org/journals.html

Oral Deaf Education and Information Office

Suenos realizados: Hacia la normalidad

PUBLISHER: Palo Alto, CA: Oral Deaf Education and Information Office, 2004, handbook: 51 pp.; brochure: 5 pp.; DVD: 23 min.+60 min.; video: 23 min.+60 min.

GENERAL NOTE: In Spanish, both visuals feature a five-year follow-up film, and the original film "Dreams Spoken Here," showing oral deaf children and their families in early identification and oral deaf education. Handbook is to help parents make informed choices after they learn their child has hearing loss. "Los ABCs de la Educacion Temprana" brochure gives comprehensive information about auditory brain development and literacy, and the importance of early intervention in the first six months of life.

WEBSITE: www.oraldeafed.org

CA Deaf-Blind Services

Teaching Communication Skills to Students with Deaf-Blindness and Multiple Disabilities

PUBLISHER: San Francisco, CA: CA Deaf-Blind Services, 2000, video: 2 hrs.

GENERAL NOTE: Satellite presentation discusses basic considerations in teaching communication skills to students with deaf-blindness and multiple disabilities so they can communicate more effectively.

WEBSITE: www.sfsu.edu/~cadbs

Oral Deaf Education; AG Bell (Alexander Graham Bell Association for the Deaf and Hard of Hearing)

There's a New Kid in School (Educators)

PUBLISHER: Palo Alto, CA: Oral Deaf Education Film and Information Office, 2004, video: 10 min.; DVD: 10 min.; folder: 5 pp.

GENERAL NOTE: Shows how oral deaf education has helped the children from the "Dreams Spoken Here" video to succeed in mainstream classrooms with their hearing peers.

WEBSITE: www.oraldeafed.org

Marschark, Mark; Green, Vanessa; Hindmarsh, Gabrielle; Walker, Sue

Understanding Theory of Mind in Children Who Are Deaf

PUBLISHER: London, England: Journal of Child Psychology and Psychiatry, 2000, 41(8), 7 pp.

GENERAL NOTE: Discusses how deafness impacts the development of theory of mind in young children.

WEBSITE: www.acpp.org.uk

San Francisco General Hospital

Universal Newborn Hearing Screening Program News Video

PUBLISHER: San Francisco, CA: Channel 2 / KRON, 1996, video: 6 min.

GENERAL NOTE: Shows Dr. Susan Sniderman of SF General Hospital testing newborn babies for hearing loss, measuring brain wave patterns to determine any reason for further testing. Reporter Rita Williams says one in every 1,000 babies is born deaf and early diagnosis is critical to begin intervention for the child's development and learning.

WEBSITE: www.dph.sf.ca.us/chn/SFGH/default.asp

Chen, Deborah

What Can Baby Hear? Auditory Tests and Interventions for Infants with Multiple Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, video: 30 min.; booklet: 31 pp.

GENERAL NOTE: Explains principles and methods of various auditory tests for early detection, teaches assessment methods. Can be used for inservice training or self-study.

WEBSITE: www.brookespublishing.com

Kaiser, Crystal E.

Young and Special: Watch Me Explain – Intervention: Hearing Impairment

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet 33 pp.

GENERAL NOTE: Focuses on a student with a hearing impairment who attends a reverse mainstream preschool and a student mainstreamed into a regular kindergarten using a unit to assist in her communication. Includes demonstration of hearing aids and their care, a parents' sign language group and a discussion between advocates of oralism and total communication.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Kaiser, Crystal E.

Young and Special: You'll Never Believe What She Heard - Understanding Hearing Impairment

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 30 pp.

GENERAL NOTE: Focuses on information about deafness including insights from a doctoral student with a profound bilateral hearing loss, simulation of various levels of hearing loss and effects of amplification, an audiological assessment of children ages 2 and 5 and observations of young children with hearing impairments in a reverse mainstream preschool and a speech/language therapy session.

WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

DISABILITIES AND AT-RISK FACTORS: [4048] Orthopedic Impairments

Swanson, Janine

California's Early Start Program: Low Incidence Disabilities-Orthopedic Impairment

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1995, 5 pp.

GENERAL NOTE: Discusses services for young children with physical/orthopedic disabilities focusing on the unique needs of these infants and toddlers.

WEBSITE: www.cde.ca.gov

Dormans, John P., ed.; Pellegrino, Louis, ed.

Caring for Children with Cerebral Palsy: A Team Approach

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 560 pp.

GENERAL NOTE: Gives detailed information on issues relevant to treatment and supports to cerebral palsy, to give perspective on making sound, team-based caregiving decisions. Presents conceptual framework for care delivery and emphasizing goals for development and competency in family and community settings. Based on the team approach developed at the Cerebral Palsy Clinic at the Children's Seashore House and at The Children's Hospital of Philadelphia, written by pediatricians, orthopedic surgeons, physical and occupational therapists, speech-language pathologists, social workers, educators, and administrators.

WEBSITE: www.brookespublishing.com

National Information Center for Children and Youth with Disabilities (NICHCY)

Cerebral Palsy

PUBLISHER: Washington, DC: NICHCY, 2000, 4 pp.

GENERAL NOTE: Gives definition, types, treatment and school services on cerebral palsy, with strategies for parents and teachers to help children with cerebral palsy.

WEBSITE: www.nichcy.org

Cratty, Bryant J.

Developmental Games for Physically Handicapped Children

PUBLISHER: Palo Alto, CA: Peek Publications, 1978, 55 pp.

GENERAL NOTE: Provides stories and descriptions of games for the physically handicapped including sensory motor stories, swing and string ball games, partner games, wheel chair games, and combination games.

Centerwall, Siegfried A.

An Introduction to Your Child Who Has Congenital Dislocation of the Hip

PUBLISHER: Redmond, WA: Medic Publishing Co., 1986, 12 pp.

GENERAL NOTE: Answers common questions about causes, treatment, concerns, and research, for parents of a child with congenital dislocation of the hip.

Campbell, Joanna; Dorren, Nina

It's A Whole New View: A Beginner's Guide for New Parents of a Child with Dwarfism

PUBLISHER: Lubbock, TX: Little People of America, Inc., 1998, 34 pp.

GENERAL NOTE: Addresses most common questions and issues that new parents of a child with dwarfism face. Highlights areas to gather needed information on specific type of dwarfism.

WEBSITE: www.lpaonline.org

Kieran, Shari Stokes; Connor, Frances Partridge; von Hippel, Caren Saaz; Jones, Sherry Harris

Mainstreaming Preschoolers: Children with Orthopedic Handicaps, A Guide for Teachers, Parents, and Others Who Work with Orthopedically Impaired Preschoolers

PUBLISHER: Belmont, MA: CRC Education and Human Development, Inc., 1986, 133 pp.

GENERAL NOTE: Gives mainstreaming guidelines for children with physical disabilities. Developed for Project Head start but applicable to all preschool program staff and parents.

Bleck, Eugene E.; Nagel, Donald A.

Physically Handicapped Children: A Medical Atlas for Teachers

PUBLISHER: New York, NY: Grune & Stratton, Inc., 1975, 318 pp.

GENERAL NOTE: For educators, gives overview of disabling conditions, including illustrations, graphic suggestions for adaptive aids and equipment for disabled students with orthopedic problems, special health conditions, and sensory deficits. Discusses psychological implications of exceptional ability, its related impact on parents and students; and emergency procedures.

WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

National Information Center for Children and Youth with Disabilities (NICHCY)

Spina Bifida

PUBLISHER: Washington, DC: NICHCY, 2000, 2 pp.

GENERAL NOTE: Gives definition, characteristics, educational implications, resources, and organizations on spina bifida.

WEBSITE: www.nichcy.org

Singer, George H.S., ed.; Glang, Ann, ed.; Williams, Janet M., ed.

Children with Acquired Brain Injury: Educating and Supporting Families

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 282 pp.

GENERAL NOTE: Provides strategies for helping children with acquired brain damage and their families move through the rehabilitation and recovery process. Addresses medical, educational, and psychosocial supports needed.

WEBSITE: www.brookespublishing.com

Schoenbrodt, Lisa, ed.

Children with Traumatic Brain Injury: A Parents' Guide

PUBLISHER: Bethesda, MD: Woodbine House, 2001, 493 pp.

GENERAL NOTE: Helps parents with the process of recovery and coping with feelings as they readjust to changes in children who have sustained a closed head injury from accidents such as a fall, sports injury, or motor vehicle accident. Does not address TBI where skull has been penetrated by a gunshot wound or other act of violence. Covers rehabilitation and medical concerns, learning and thinking, speech and language, and behavior issues. Also useful for service providers and general and special educators, as TBI is listed as a covered condition under IDEA.

WEBSITE: www.woodbinehouse.com

Dorman, Casey; Katzir, Bilha

Cognitive Effects of Early Brain Injury

PUBLISHER: Baltimore, MD: Johns Hopkins University Press, 1994, 334 pp.

GENERAL NOTE: Discusses development of the nervous system, genetic disorders, syndromes, toxic influences, cognitive effects of premature birth, language and visuospatial development, and learning disabilities after early brain injury.

WEBSITE: www.press.jhu.edu

Lewis, Richard S.; Strauss, Alfred A.; Lehtinen, Laura E.

The Other Child: The Brain-Injured Child, A Book for Parents and Laymen

PUBLISHER: New York, NY: Grune & Stratton, Inc., 1960, 159 pp.

GENERAL NOTE: Explains what a brain-injured child is, his psychopathology, what his education and management should be.

WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

Sellar, Carole Wedel; Vegter, Candace Hill

Pediatric Brain Injury: A Practical Resource

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1993, 191 pp.

GENERAL NOTE: Gives information for parents and therapists, includes guide to technologies encountered in recovery and rehabilitation, and forms to chart progress.

WEBSITE: <http://harcourtassessment.com>

National Information Center for Children and Youth with Disabilities (NICHCY)

Traumatic Brain Injury

PUBLISHER: Washington, DC: NICHCY, 2000, 4 pp.

GENERAL NOTE: Defines traumatic brain injury, including the IDEA's definition, with strategies for parents and teachers to help children with traumatic brain injury (TBI), and list of resources and organizations.

WEBSITE: www.nichcy.org

Langlois, Jean A., ed.

Traumatic Brain Injury in the United States: Assessing Outcomes in Children

PUBLISHER: Atlanta, GA: National Center for Injury Prevention and Control, Division of Acute Care, Rehabilitation Research and Disability Prevention, 2000, 58 pp.

GENERAL NOTE: Summarizes working group's findings that examined the assessment of traumatic brain injury (TBI) outcomes in children and adolescents ages 0-16 years. Identified research topics and variables to measure for assessment of longer-term outcomes, and recommended research to examine physiological responses to brain injury, patterns of recovery, and treatment and costs of TBI; exploration of applicability of various types of research, and methods for improving measurement, data analysis, and terminology used in the study of TBI.

WEBSITE: www.cdc.gov/ncipc/didop/didop.htm

DISABILITIES AND AT-RISK FACTORS: [4050]
Environmental Risk Factors

Osofsky, Joy D., et al.

Can They Hope to Feel Safe Again? The Impact of Community Violence on Infants, Toddlers, their Parents and Practitioners

PUBLISHER: Washington DC: Zero to Three, 1991, 31 pp.

GENERAL NOTE: Edited transcript of the final session of a Zero to Three training institute on "The Impact of Community Violence on Infants, Toddlers, Their Parents and Practitioners."

WEBSITE: www.zerotothree.org

Garbarino, James

Children's Response to Community Violence: What Do We Know?

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1993, 14(2), 13 pp.

GENERAL NOTE: Gives framework for understanding the developmental significance of violence in the lives of young children. Emphasizes the difference between acute and chronic trauma and exposure.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Infant Development Association of California

Crisis of Infants in Foster Care: Meeting the Needs of Infants in Out of Home Placement

PUBLISHER: Los Angeles, CA: Council on Perinatal Substance Abuse of Los Angeles County, California First Chance Consortium, 1991, 13 pp.

GENERAL NOTE: Gives overview of problems in the foster care system and background information on the characteristics and needs of infants in foster care. Includes recommendations for improvement of services.

WEBSITE: www.idaofcal.org

Zeanah, Charles H.; Scheeringa, M.

Evaluation of Posttraumatic Symptomatology in Infants and Young Children Exposed to Violence

PUBLISHER: Baton Rouge, LA: LA State Univ. School of Medicine, 1994, 6 pp.

GENERAL NOTE: Discusses importance of prompt evaluation and treatment that can reduce damage to the ongoing development of babies and toddlers who witness or experience violence, and who may otherwise suffer severe, lasting psychological harm.

WEBSITE: www.lsu.edu

Rapp, Doris

Impossible Child: Guide for Caring Teachers and Parents

PUBLISHER: Buffalo, NY: Practical Allergy Research Foundation, 1989, 154 pp.

GENERAL NOTE: Discusses how to detect unusual adverse reactions to allergenic substances such as food, odor, etc. Also discusses possible cause and effect of the relationship to behavior and learning.

Levy-Shiff, Rachael

Innocent Bystanders: Young Children in War

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1993, 14(2), 15 pp.

GENERAL NOTE: Gives information on the effects of war upon young children as well as the nature of personal, situational, and familial moderating factors.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Rapp, Doris J.

Is This Your Child's World? How You Can Fix the Schools and Homes That Are Making Your Children Sick

PUBLISHER: New York, NY: Bantam Book, 1996, 635 pp.

GENERAL NOTE: Gives techniques and suggestions to help make parents make informed choices about their children's health related to environmental risks such as air quality and chemical exposure. Discusses how to evaluate the problem, find the cause, deal with schools, treatment and legal and insurance options.

WEBSITE: www.randomhouse.com

Johnson, Kendall

Trauma in the Lives of Children: Crisis and Stress Management Techniques for Counselors, Teachers and Other Professionals

PUBLISHER: Alameda, CA: Hunter House Inc., 1998, 346 pp.

GENERAL NOTE: Provides guidelines to recognize the early stages of traumatization and direct ways to intervene using intervention strategies designed to reduce the impact of traumatic events on children.

WEBSITE: www.hunterhouse.com