

INTERVENTION/ASSISTIVE TECHNOLOGY [4200]

Anderson, Frances

Art-Centered Education and Therapy for Children with Disabilities

PUBLISHER: Springfield, IL: Charles C. Thomas Publishers, 1994, 268 pp.

GENERAL NOTE: Discusses theory, techniques and strategies for adapting and including art into the curriculum for children with cognitive, learning, physical, hearing, visual and disabilities in regular and special education settings.

WEBSITE: www.ccthomas.com

Copple, Carol; Bredekamp, Sue

Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2006, 108 pp.

GENERAL NOTE: Explains DAP and provides key aspects of good teaching that enact DAP principles. Answers common inquiries about DAP and gives overview of learning and development for young children at different ages. Includes references and resources listings.

WEBSITE: www.naeyc.org

Scotti, Joseph R., ed.; Meyer, Luanna H., ed.

Behavioral Intervention: Principles, Models, and Practices

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 512 pp.

GENERAL NOTE: Examines problems and disorders as they occur throughout various groups, including people with developmental disabilities, children with behavioral or emotional disturbances, people with ongoing psychiatric disorders, sexual offenders, and gangs, from psychological and developmental perspectives. Analyzes the contexts of behavioral intervention, discusses research and literature, and describes model programs, with intervention strategies.

WEBSITE: www.brookespublishing.com

Thompson, Travis, ed.; Felce, David, ed.; Symons, Frank J., ed.

Behavioral Observation: Technology and Applications in Developmental Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 384 pp.

GENERAL NOTE: Discusses computer equipment and software, such as hand held optical bar code readers and hand held computers, and practical strategies on how to put that equipment to work in an array of applied settings. Provides principles of conducting observations and analyzing the resultant data in order to enable professionals to use the new observational strategies to improve their understanding of disabilities and to help devise intervention techniques to improve the lives of individuals with disabilities.

WEBSITE: www.brookespublishing.com

Dodge, Diane Trister

Caring for Infant and Toddlers: Volume I

PUBLISHER: Washington, DC: Teaching Strategies, Inc., 1991, 354 pp.

GENERAL NOTE: Supervised, self-instructional training program designed to help caregivers acquire the skills and knowledge needed to provide high-quality care for infants and toddlers.

WEBSITE: www.teachingstrategies.com

Dodge, Diane Trister; Dombro, Amy L.; Koralek, Derry Gosselin

Caring for Infants and Toddlers: Volume II

PUBLISHER: Washington, DC: Teaching Strategies, Inc., 1991, 356 pp.

GENERAL NOTE: Training modules focus on using music, movement and sensory experiences to promote creativity.

WEBSITE: www.teachingstrategies.com

Curry, Cris

Challenged

PUBLISHER: Moscow, ID: The Music Room, 1991, audio: 20 min.

GENERAL NOTE: Contains 14 songs for children with disabilities.

Taylor, Barbara J.

A Child Goes Forth: A Curriculum Guide for Teachers and Parents of Preschool Children

PUBLISHER: Provo, UT: Brigham Young University Press, 1980, 225 pp.

GENERAL NOTE: Gives activities, techniques and methods providing elemental information about many disciplines for participation of young children in unstructured spontaneous experiences to develop interests that motivate them to learn more.

WEBSITE: www.byu.edu/webapp/home/index.jsp

National Early Childhood Technical Assistance Center (NEC*TAS)

A Collection of Abstracts of Early Education Programs for Children with Disabilities (EEPCD) Projects with Focus a on the Least Restrictive Environment (LRE)

PUBLISHER: Chapel Hill, NC: NEC*TAS, 1992, 22 pp.

GENERAL NOTE: Describes early childhood projects throughout the country focusing on mainstreaming, inclusion and/or placement in the least restrictive environments.

WEBSITE: www.nectac.org

Dunst, Carl J.; Hamby, Deborah W.

Community Life as Sources of Children's Learning Opportunities

PUBLISHER: Asheville, NC: Winterberry Press, 1999, 4 pp.

GENERAL NOTE: Gives results of a national survey report conducted with parents and caregivers to learn about community life as sources of children's learning opportunities.

WEBSITE: <http://wbpress.com>

National Association for the Education of Young Children (NAEYC)

Developmentally Appropriate Practice in Early Childhood Programs Serving Toddlers: A Position Statement of the National Association for the Education of Young Children

PUBLISHER: Washington, DC: NAEYC, 1989, 24 pp.

GENERAL NOTE: Defines what is developmentally appropriate for toddlers and children ages 3 and under. Designed for people who care for children in their homes and at child care centers as well as parents. Includes examples of appropriate vs. inappropriate practices.

WEBSITE: www.naeyc.org

National Association for the Education of Young Children (NAEYC)

Developmentally Appropriate Practice in Early Childhood Programs Serving Infants: A Position Statement of the National Association for the Education of Young Children

PUBLISHER: Washington, DC: NAEYC, 1989, 20 pp.

GENERAL NOTE: Defines what is developmentally appropriate for infants and is designed for families, family day care and child care center providers. Includes examples of appropriate vs. inappropriate practices.

WEBSITE: www.naeyc.org

Hodges, Walter L.; McCandless, Boyd R.; Spicker, Howard H.; Craig, Isabel S.

Diagnostic Teaching for Preschool Children

PUBLISHER: Arlington, VA: Council for Exceptional Children, 1971, 130 pp.

GENERAL NOTE: Gives techniques useful in preschool diagnosis; use of selected diagnostic tools in curriculum development; and curriculum designed to promote the personal-social adjustment of a child to cope with group learning situations, in order to learn effectively, and to promote cognitive development in the teaching-learning setting.

WEBSITE: www.cec.sped.org

Bricker, Diane E.

Early Intervention for At-Risk and Handicapped Infants, Toddlers, and Preschool Children

PUBLISHER: Palo Alto, CA: VORT Corporation, 1989, 357 pp.

GENERAL NOTE: Presents overview of the field of early intervention.

WEBSITE: www.vort.com

De Witt, John

Establishing Nonprofit Foundations to Pay for Assistive Technology

PUBLISHER: Washington, DC: RESNA Press, 1990, 14 pp.

GENERAL NOTE: Focuses on incorporation of non-governmental funding into state-wide programs of technology-related assistance under Title I of the Tech. Act; philosophical, structural and legal issues involved in the formation and use of a foundation or other nonprofit organizational framework to facilitate the provision of assistive technology devices and services.

Dunst, Carl J.

Everyday Children's Learning Opportunities: Characteristics and Consequences

PUBLISHER: Asheville, NC: Winterberry Press, 1999, 5 pp.

GENERAL NOTE: Discusses everyday family and community activity settings as primary source of learning opportunities. Examines characteristics as related to improved child learning and parent's judgments of child progress.

WEBSITE: <http://wbpress.com>

Dunst, Carl J.; Bruder, Mary Beth

Family and Community Activity Settings, Natural Learning Environments, and Children's Learning Opportunities

PUBLISHER: Asheville, NC: Winterberry Press, 1999, 2 pp.

GENERAL NOTE: Defines what is meant by an activity setting, gives sources of activity settings, and research findings for application.

WEBSITE: <http://wbpress.com>

Dunst, Carl; Hambly, Deborah

Family Life as Sources of Children's Learning Opportunities

PUBLISHER: Asheville, NC: Winterberry Press, 1999, 2 pp.

GENERAL NOTE: Study report of research survey of 1700 parents and other caregivers to learn about family life as sources of children's learning opportunities.

WEBSITE: <http://wbpress.com>

Koziol, Leonard F.

Handbook of Childhood Impulse Disorders and ADHD: Theory and Practice

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, 1993, 236 pp.

GENERAL NOTE: Provides preview of possibilities concerning technology for understanding ADD/ADHD and impulse disordered children.

WEBSITE: www.cctomas.com

Meisels, Samuel J., ed.; Shonkoff, Jack P., ed.

Handbook of Early Childhood Intervention

PUBLISHER: New York, NY: Cambridge University Press, 1990, 781 pp.

GENERAL NOTE: Gives theory and research on early childhood intervention for young children with disabilities or developmental delays for trainers, service providers and researchers, including education, psychology, social service, pediatrics, nursing, speech and language, occupational and physical therapy, public health, and child care.

WEBSITE: www.cambridge.org

Finnie, Nancie R.

"How To's" On Dressing and Feeding: Handling the Young Cerebral Palsied Child at Home

PUBLISHER: New York, NY: United Cerebral Palsy Association, Inc., 1975, 45 pp.

GENERAL NOTE: Chapter reprint discusses and illustrates concepts and techniques for positioning, handling and developing dressing, undressing, eating and self-feeding abilities with children who have various forms of cerebral palsy.

WEBSITE: www.ucp.org

Dunst, Carl J.; Bruder, Mary Beth

Increasing Children's Learning Opportunities in the Context of Family and Community Life: Children's Learning Opportunities Report

PUBLISHER: Asheville, NC: Winterberry Press, 1999, 1(1), 4 pp.

GENERAL NOTE: Identifies and evaluates ways of using family and community life as sources of learning opportunities for infants, toddlers, and preschoolers with or at-risk of delays in their development.

WEBSITE: <http://wbpress.com>

Trivette, Carol

Influence of Caregiver Responsiveness on Development of Young Children

PUBLISHER: Washington, DC: U.S. Dept. of Education, Special Education Division, 2003, 13 pp.

GENERAL NOTE: Discusses effects of a responsive caregiver style of interaction on the cognitive development of young children with or at-risk for developmental disabilities. Addresses social-emotional development dependent on the relationship and interaction with caregiver.

WEBSITE: www.ed.gov/offices/OSERS/OSEP

Roggman, Lori A.; Boyce, Lisa K.; Cook, Gina A.; Jump, Vonda K.

Inside Home Visits: A Collaborative Look at Process and Quality

PUBLISHER: New York, NY: Early Childhood Research Quarterly, 2001, 16(1), 19 pp.

GENERAL NOTE: Assesses the quality of home visiting in an Early Head Start program in collaboration with program staff.

WEBSITE: www.elsevier.com/wps/find/journaldescription.cws_home/620184/description#description

San Francisco Unified School District

Instructional Strategies for All Students

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing Co, Inc., 1996, video: 20 min.

GENERAL NOTE: Illustrates innovative approaches to teaching in an inclusive classroom. Shows curriculum modification, cooperative learning, and collaborative working among teachers.

WEBSITE: www.brookespublishing.com

Field, Tiffany

Interventions in Early Infancy

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1992, 13(4), 7 pp.

GENERAL NOTE: Describes three approaches used to promote attachment between high risk and their caregivers. Includes studies from neo-natal intensive care units.

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

Recchia, Susan L.

Learning To Play: Common Concerns for the Visually Impaired Preschool Child

PUBLISHER: Los Angeles, CA: Blind Children's Center, 12 pp.

GENERAL NOTE: Presents case students illustrating common play behaviors and problems of young children with visual impairments and ideas for parents to use in promoting their child's play, explorations and socialization skills.

WEBSITE: www.blindcntr.org

Johnson, Lawrence J.

Meeting Early Intervention Challenges: Issues from Birth to Three

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1994, 307 pp.

GENERAL NOTE: Discusses issues of family involvement, model programs, integrated program activities, transdisciplinary teams, administrative challenges, infant programs, program evaluation, the IDEA and public and social policies.

WEBSITE: www.brookespublishing.com

Hug, Doris

Move With Me: A Parents' Guide to Movement Development for Visually Impaired Babies

PUBLISHER: Los Angeles, CA: Blind Children's Center, 13 pp.

GENERAL NOTE: Discusses and illustrates how parents can promote their child's movement and motor development. Includes ideas on positioning, handling, playing and motivating the baby with a visual impairment.

WEBSITE: www.blindcntr.org

Katz, Lillian

Nongraded and Mixed-Age Grouping in Early Childhood Programs

PUBLISHER: Urbana, IL: ERIC Clearinghouse, 1992, 2 pp.

GENERAL NOTE: Discusses grouping strategies and related curriculum issues to provide an appropriate education and developmental services for young children.

WEBSITE: www.eric.ed.gov

Office of Special Programs

Opening the Doors to Learning: Technology Research for Students with Learning Disabilities

PUBLISHER: Washington, DC: U.S. Dept. of Education, 1999, video: 34 min; guides: 32 pp.

GENERAL NOTE: Features positive examples of how students with learning disabilities and teachers can benefit from use of technology in the classroom in four examples of program implementations and outcomes. Includes video user's guide, questions and answers about learning tools and instructional strategies, how-to guide on developing effective instructional practices, how technology can be incorporated into the classroom, and an extensive resources listing.

WEBSITE: www.ed.gov

Herman, Patti

The Portage Model of Early Intervention

PUBLISHER: Portage, WI: Cooperative Educational Service Agency #5, 1985, 20 pp.

GENERAL NOTE: Discusses a home approach to the early education of young children with disabilities from birth to six years of age.

Pokorni, Judith

Positioning and Handling the High-Risk Infant

PUBLISHER: Washington, DC: Georgetown University Child Development Center, 1990, video: 15 min.

GENERAL NOTE: Demonstrates positioning and handling techniques to normalize muscle tone and movement patterns.

WEBSITE: <http://gucchd.georgetown.edu>

Norris, J.

Providing Developmentally Appropriate Intervention to Infants and Young Children with Handicaps

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1991, 11(1), 8 pp.

GENERAL NOTE: Presents principles of learning for the young child with strategies for facilitating cognitive, social and communicative functioning.

WEBSITE: www.proedinc.com/tec.html

McClellan, M.

Providing Early Intervention Services in Integrated Environments: Challenges and Opportunities for the Future

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1990, 10(2), 14 pp.

GENERAL NOTE: Reviews accomplishments in the last decade relative to integration of young children with disabilities and their nondisabled peers.

WEBSITE: www.proedinc.com/tec.html

Piazza, Robert; Rothman, Roz

Readings in Pre-School Education for the Handicapped

PUBLISHER: Guilford, CT: Special Learning Corporation, 1979, 224 pp.

GENERAL NOTE: Contains glossary and articles on early intervention, a rationale; identification and assessment of a preschool population; and programs and projects in use.

Let's Face It

Resources for People with Facial Difference

PUBLISHER: Bellingham, WA: Let's Face It, 1998, 58 pp.

GENERAL NOTE: Bibliography of resources for those with facial differences. Includes organizations, written materials, videos, games, and other resources.

WEBSITE: www.faceit.org

Dunst, Carl

Rethinking Early Intervention

PUBLISHER: New York, NY: "Analysis and Intervention in Developmental Disabilities," 1985, 36 pp.

GENERAL NOTE: Chapter of book describes model of early intervention focusing on Proactive empowerment through Partnership (PEP), embedded within a social systems perspective of child-parent, and family development and functioning.

Dunst, Carl J.

Revisiting "Rethinking Early Intervention"

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 2000, 10 pp.

GENERAL NOTE: Reviews and revises social support and social systems approach to early intervention proposed 15 years ago. Gives overview of model integrating evidence for studying and practicing family systems intervention.

WEBSITE: www.proedinc.com/tec.html

Wilson, Mary S.

Sequential Software for Language Intervention

PUBLISHER: Winooski, VT: Laureate Learning Systems, Inc., 1991, 51 pp.

GENERAL NOTE: Focuses on language and computer assisted intervention strategies for language development. Presents Laureate's approach to language development including the linguistic hierarchy and software related to this approach.

WEBSITE: www.laureatelearning.com

Buchanan, M.; Weller, C.; Buchanan, M.

Special Education Desk Reference

PUBLISHER: San Diego, CA: Singular Publishing Group, Inc., 1997, 324 pp.

GENERAL NOTE: Identifies, illustrates, and references major methods, techniques, and strategies to make knowledgeable decisions about appropriate methods to use with specific exceptional students based on age, gender, ethnicity, and educational level. Includes early childhood intervention, gifted, special physical education programs, behavioral interventions, transition, computer methods, and mathematics and language arts methods.

WEBSITE: www.delmarhealthcare.com

Flushman, B.

A Special Start: A Guide for Volunteers Holding Babies in the Intensive Care Nursery

PUBLISHER: Palo Alto, CA: VORT Publications, 1991, 48 pp.

GENERAL NOTE: Training guide for volunteers in an Intensive Care Unit (ICU). Provides model for training volunteers, facilitating volunteer effectiveness and meeting the infant's need for consistent, nurturing contact.

WEBSITE: www.vort.com

Peters, Joyce

Supporting Children with Disabilities in Early Childhood Programs

PUBLISHER: Monmouth, OR: Teaching Research, 1992, 114 pp.

GENERAL NOTE: Gives detailed description of model program "Teaching Research Integrated Preschool" (TRIP), based on early childhood and special education principles and practices.

WEBSITE: www.tr.wou.edu

Kekelis, Linda; Chernus-Mansfield, Nancy

Talk To Me: A Language Guide for Parents of Blind Children

PUBLISHER: Los Angeles, CA: Blind Children's Center, 12 pp.

GENERAL NOTE: Discusses and illustrates ways that parents can encourage their child's interaction, learning, language and social-emotional development.

WEBSITE: www.blindcntr.org

Miller, Karen

Things to Do with Toddlers and Twos

PUBLISHER: Marshfield, MA: Telshare Publishing Co., 1984, 168 pp.

GENERAL NOTE: Gives activities, techniques and designs for toys for playing and working with very young children in home and group care settings.

WEBSITE: www.ghbooks.com/viewpub.cfm?code=TELS

Cherry, Clare

Think of Something Quiet: A Guide for Achieving Serenity in Early Childhood Classrooms

PUBLISHER: Belmont, CA: David S. Lake Publishers, 1981, 160 pp.

GENERAL NOTE: Aids in developing skills in resting and relaxing to help maintain an undertone of serenity. Includes exercises and games to help children learn that they can be in control of their bodies and feelings.

Burkhart, Linda J.

Total Augmentative Communication in the Early Childhood Classroom

PUBLISHER: Eldersburg, MD: Linda J. Burkhart, 1993, 284 pp.

GENERAL NOTE: Gives general principles, strategies, activities, product information, teaching and training ideas, programming directions, and resources for augmentative and facilitated communication for young children with physical and communication disabilities.

Hanft, B. E.; Feinberg, E.

Toward the Development of a Framework for Determining the Frequency and Intensity of Early Intervention Services

PUBLISHER: Frederick, MD: Infants and Young Children, 1997, 10(1), 11 pp.

GENERAL NOTE: Discusses the importance of addressing the issue of frequency and intensity of early intervention services within a family context. Proposes multidimensional guidelines for selecting early intervention services and discusses implementing the guidelines.

WEBSITE: www.ijournal.com

INTERVENTION/ASSISTIVE TECHNOLOGY:
Techniques

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Boehme, Regi

Approach to Treatment of the Baby

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1990, 58 pp.

GENERAL NOTE: Focuses on the development of motor skills and basic postural functions for babies with suspected neurological problems. Includes information on assessment and treatment approaches.

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

Bakley, Susan

Art: More Than A Mess

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1993, video: 35 min.

GENERAL NOTE: Provides examples of modifying art activities for children with special needs. Covers importance of including art in developmentally appropriate curricula.

WEBSITE: www.cde.ca.gov

Martin, E.

Baby Games: The Joyful Guide to Child's Play From Birth to Three Years

PUBLISHER: Philadelphia, PA: Running Press, 1988, 181 pp.

GENERAL NOTE: Gives creative activities including rhymes, songs, finger plays and games and suggestions for decorating a child's room for interactive play. Includes birthday party ideas.

WEBSITE: www.perseusbooksgroup.com/runningpress/home.jsp

MacDonald, James D.

Becoming Partners With Children: From Play to Conversation

PUBLISHER: San Antonio, TX: Special Press Inc., 1989, 349 pp.

GENERAL NOTE: A developmental guide for professionals and parents.

Salmon, Mary D.; Sainato, Diane M.

Beyond Pinocchio: Puppets as Teaching Tools in Inclusive Early Childhood Classrooms

PUBLISHER: Missoula, MT: Young Exceptional Children, 2005, 8(3), 8 pp.

GENERAL NOTE: Focuses on the use of puppets as a teaching tool for enhancing child interest and engagement in preschool learning activities and routines. Gives tips for identifying activities and for developing strategies for the inclusion of puppets.

WEBSITE: www.dec-sped.org/journals.html#yec

Gebbers, Jane L.

Books are for Talking Too! A Sourcebook for Using Children's Literature in Speech and Language Remediation

PUBLISHER: Tucson, AZ: Communication Skills Builder, 1990, 262 pp.

GENERAL NOTE: Divided into three catalogs, listing books for preschool and kindergarten, grades 1 to 5 and grades 6 to 12. Each entry lists publication information, skills addressed, synopsis of the plot and suggested methods for use. Books selected to address language learning disabilities, articulation disorders, voice or fluency disorders, hearing impairment, poor reading skills, and/or limited English proficiency.

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

Hutinger, Patricia

Building ACTTive Futures: Birth to Three Curriculum Activities

PUBLISHER: Macomb, IL: Western Illinois University, 1990, 59 pp.

GENERAL NOTE: Revision of the ACTT Curriculum features new activities and updated information on assistive technology and birth to three curriculum activities

WEBSITE: www.wiu.edu

Feldman, Paulette

Can Do! video series

PUBLISHER: Louisville, KY: Visually Impaired Preschool Series. 1991, 1996, 1997, 10 videos: 9 to 18 min.; 1 video: 35 min.; 1 handbook: 23 pp.; 1 file; 1 stylus; 1 slate

GENERAL NOTE: Practical ways to assist young child who is blind or visually impaired to develop skills and independence. Series of 11 videos demonstrating a progression of skills in crucial areas of development. Video 11 documents original students, one in inclusive school, the other in school for the blind. Includes instructions on Braille transcribing.

WEBSITE: www.vips.org

Gillette, Yvonne

Communicating Effectively with Young Children

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1993, video: 38 min.; booklet: 72 pp.

GENERAL NOTE: Illustrates effective communication in a variety of routines through excerpts of mothers interacting with their young children. Guide explains the model program and its uses for children ages birth to 3.

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

Huff, Ron; Wright, D.; Mayhew, L.

Community Based Early Intervention for Children with Autism

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1995, audiotape: 97 min.

GENERAL NOTE: Audiotape of conference presentation by professional educator and two parents from the Families for Early Autism Treatment (F.E.A.T.) organization, discussing importance of early intervention and strategies, including behavior modification, used with young children with autism. Includes questions and answers from audience.

WEBSITE: www.dds.ca.gov

Able-Boone, H., et al.

Consumer Based Early Intervention Services

PUBLISHER: Reston, VA: Journal of Early Intervention, 1992, 16(3), 9 pp.

GENERAL NOTE: Study investigates consumers' viewpoints of current early intervention services and how they should be changed.

WEBSITE: www.dec-sped.org/journals.html

Hogan, Carolyn

Conversation Calendar: Carryover Activities for Language

PUBLISHER: Tucson, AZ: Communication Skills Builder, 1991, 119 pp.

GENERAL NOTE: Parent guide to stimulating language, speech, creative thinking and cognitive development based on daily activity ideas.

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

Zeitlin, Shirley; Williamson, G. Gordon

Coping in Young Children: Early Intervention Practices to Enhance Adaptive Behavior and Resilience

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1994, 323 pp.

GENERAL NOTE: Presents reference for planning and implementing early intervention services with a theoretical model based on the transactional coping process; a decision-making model for personalized planning; and intervention options that expand coping resources and support effective transactions in daily living.

WEBSITE: www.brookespublishing.com

Morris, Lisa Rappaport; Schulz, Linda

Creative Play Activities for Children with Disabilities: A Resource Book for Teachers and Parents

PUBLISHER: Champaign, IL: Human Kinetics Books, 1989, 217 pp.

GENERAL NOTE: Activity book designed to promote the development of young children with disabilities through play and games for families, classrooms and therapy sessions.

Hemmeter, Mary Louise; Joseph, Gail E.; Smith, Barbara J.; Sandall, Susan

DEC Recommended Practices Program Assessment: Improving Practices for Young Children with Special Needs and Their Families / Selected Strategies for Teaching Young Children With Special Needs

PUBLISHER: Denver, CO / Longmont, CO: Council for Exceptional Children, Division for Early Childhood / Sopris West, 2001, manual: 120 pp.; video: 21 min.

GENERAL NOTE: Discusses assessment which provides programs with a framework for assessing and improving the quality of the services provided to young children with disabilities and their families. Manual includes sample forms, a case study and a glossary. Video illustrates elements of the environment, positive reinforcement, systematic use of prompts, and peer-mediated interventions.

WEBSITE: www.sopriswest.com

Boehme, Regi

Developing Mid-Range Control and Function in Children with Fluctuating Muscle Tone

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1990, 58 pp.

GENERAL NOTE: Discusses assessment and treatment of those children who exhibit fluctuating muscle tone and problems in motor development.

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

RESNA Technical Assistance Project

Directory of On-Line Networks, Databases and Bulletin Boards On Assistive Technology

PUBLISHER: Washington, DC: Resna Press, 1990, 17 pp.

GENERAL NOTE: Provides information on on-line networks, databases, and bulletin boards which highlight technology-related services and products.

Johnson, L.J., et al.

Early Childhood Education: Blending Theory, Blending Practice

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 304 pp.

GENERAL NOTE: Discusses cooperative approach to blending early childhood education and early childhood special education practice and training, including information on play, learning theories, and environmental factors. Includes strategies for developing curriculum, assessment and intervention, and group structures.

WEBSITE: www.brookespublishing.com

Kummin, Libby

Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals

PUBLISHER: Bethesda, MD: Woodbine House, 2003, 382 pp.

GENERAL NOTE: Focuses on speech and language development from birth through the stage of making 3-word phrases. Explains the speech-language assessment and tells what to expect when a child enters school. Includes checklist on evaluating and treating speech problems, and home activities.

WEBSITE: www.woodbinehouse.com

Gibbs, Betsy

Early Use of Total Communication: Parents' Perspectives on Using Sign Language with Young Children with Down Syndrome

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1991, video: 22 min.; guide: 36 pp.

GENERAL NOTE: Parents speak about the benefits and drawbacks of total communication and combining speech with sign language, for help young children with Down syndrome.

WEBSITE: www.brookespublishing.com

Humphries, Tracy

Effectiveness of Dolphin-Assisted Therapy as a Behavioral Intervention for Research and Training Center on Early Childhood Development

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Bridges: Practice-Based Research Syntheses, Research and Training Center on Early Childhood Development, Center for Evidence-Based Practices, May 2003, 1(6), 9 pp.

GENERAL NOTE: Gives results of study that found inconclusive evidence to support claims of effectiveness of using dolphins as a procedure for improving the behaviors of young children with disabilities.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_vol1_no6.pdf

Gallagher, Natalie

Effects of Infant Massage on Cognitive, Motor/Social-Emotional

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Bridges: Practice-Based Research Syntheses, Research and Training Center on Early Childhood Development, Center for Evidence-Based Practices, June 2003, 2(12), 11 pp.

GENERAL NOTE: Examines the cognitive, motor and social-emotional outcomes in high-risk infants from the use of infant massage.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_vol2_no12.pdf

Gallagher, Natalie

Effects of Parent-Child Interaction Therapy on Young Children with Disruptive Behavior Disorders

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Bridges: Practice-Based Research Syntheses, Research and Training Center on Early Childhood Development, Center for Evidence-Based Practices, June 2003, 1(4), 17 pp.

GENERAL NOTE: Study examines disruptive behavior in preschool-age children, the most common reason for referral to child mental health services and a pathway for a wide range of psychiatric disorders in adolescence and adulthood, as well as for delinquency and criminal behavior. Findings reveal that involvement in Parent-Child Interaction Therapy (PCIT) results in significant improvements in child behavior functioning. Describes implications for practice in terms of core relationship-building and discipline skills that parents should implement.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_vol1_no4.pdf

Parker, Dennis

Every Student Succeeds: A Conceptual Framework for Students At Risk of School Failure

PUBLISHER: Sacramento, CA: CA Dept. of Education/Resources in Special Education (RiSE), 1994, 120 pp.

GENERAL NOTE: Conceptual framework with success in learning a rich core curriculum and intervention with a preventive approach as goals and four implementation strategies: integrated total program, effective staff development, planning and evaluating, and whatever else it takes.

WEBSITE: www.cde.ca.gov, www.sonoma.edu/cihs

Behrman, Richard E., ed.

The Future of Children: Children and Computer Technology

PUBLISHER: Los Altos, CA: Center for the Future of Children, The David and Lucile Packard Foundation, 2000, 10(2), 192 pp.

GENERAL NOTE: Presents articles summarizing the knowledge and research available on how the use of computers affects children's development, whether it increases or decreases the disparities between rich and poor, and whether it can be used effectively to enhance learning. Findings show that children's computer time should be limited to reduce risks. Promising examples of computer use are described that enrich learning.

WEBSITE: wwwFOUNDATIONS.org/grantmakers.html

Klumb, Kelly

Generic Considerations in Adjusting Curriculum and Instruction for Students At Risk

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE), 1991, 85 pp.

GENERAL NOTE: Target focus is on fundamentals. Recommendations meant only to be a current determination of the major ways in which teaching and curriculum might be changed in order to accommodate students who do not learn well in the normal way.

WEBSITE: www.sonoma.edu/cihs

Fish, Mary Ellen

Getting There: A Look at the Early Mobility Skills of Four Young Blind Children

PUBLISHER: San Francisco, CA: Blind Babies Foundation, 1990, video: 25 min.

GENERAL NOTE: Illustrates the movement patterns of four children with visual impairments. Documents developmental growth over time, illustrates typical motor progression, and provides examples of successful teaching techniques.

WEBSITE: <http://blindbabies.typepad.com>

Mortola, Paul; Walsh, Patricia

Handling, Positioning, and Feeding Children with Cerebral Palsy: Techniques for Parents and Professionals

PUBLISHER: San Luis Obispo, Central Coast Assistive Technology Center, 1988, video: 25 min.

GENERAL NOTE: Defines and describes the various types of cerebral palsy and associated conditions. Focuses on techniques for parents and professionals to use to encourage a child's movement, feeding and self-help abilities.

Noonan, M.

Hawaii Preparing for Integrated Preschool (PIP) Curriculum: Preschool Preparation and Transition Project

PUBLISHER: Honolulu, HI: University of Hawaii, 1991, 60 pp.

GENERAL NOTE: Describes curriculum corresponding to the 27 skills included in the Hawaii PIP assessment and includes suggestions for adapting each skill to accommodate a child with physical or sensory impairments and learning the skills at home, at school, and in the community. Includes communication/socialization, classroom routines, and self-help skills.

WEBSITE: <http://honolulu.hawaii.edu>

Chazan, M.

Helping Young Children with Behavior Difficulties

PUBLISHER: Baltimore, MD: University Park Press, 1983, 311 pp.

GENERAL NOTE: Focuses on how nursery and preschool teachers and child care providers can positively respond to and prevent behavior problems.

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

Boehme, Regi

The Hypotonic Child: Treatment for Postural Control, Endurance, Strength, and Sensory Organization

PUBLISHER: Tucson, AZ: Therapy Skills Builders, 1990, 53 pp.

GENERAL NOTE: Gives information on the assessment and treatment of those children with low muscle tone and problems in motor development.

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

Campbell, Jack

Individualized Instruction for the Educationally Handicapped: Teaching Strategies in Remedial and Special Education

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, Ltd., 1998, 185 pp.

GENERAL NOTE: Discusses successful individualized instruction as clinical teaching, the process of assessment, planning and carrying out instruction, evaluating performance, and modifying instructional plan through analyzing the student's learning ecology. Includes sequencing, task analysis, behavior, literacy, mathematics, and collaboration.

WEBSITE: www.cctomas.com

Fey, Marc E.

Language Intervention: Pre-School Through the Elementary Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, 387 pp.

GENERAL NOTE: Provides foundations for application of intervention designs to enhance the development of communication skills, covering language intervention during preschool years, basic intervention goals and language intervention with school-age children, inclusion, collaboration and computers.

WEBSITE: www.brookespublishing.com

Hutto, Melanie

Latency to Learn in Contingency Studies of Young Children with Disabilities

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Research and Training Center on Early Childhood Development, June 2003, Bridges 1(2), 16 pp.

GENERAL NOTE: Study examining the relationship between the severity of developmental delay and latency to learn in studies of young children with disabilities indicates that among children with or at risk for delays there is a latency to learn the contingency between a behavior and its consequences. Results indicate the need to consider latency when using response-contingent learning opportunities to promote behavior capabilities of young children with disabilities.

WEBSITE: www.puckett.org/products.php

Hass, Carolyn Buhai

Look At Me

PUBLISHER: Chicago, IL: Chicago Review Press, 1987, 228 pp.

GENERAL NOTE: Describes creative learning activities for babies and toddlers and their families.

WEBSITE: www.chicagoreviewpress.com

Wright, Esther

Loving Discipline: A to Z

PUBLISHER: San Francisco, CA: Teaching From The Heart, 1994, 80 pp.

GENERAL NOTE: Gives concepts and strategies for preventing behavior problems, fostering social-emotional development, classroom management, and other intervention strategies for working with children and youth with disabilities or at-risk.

Chen, Deborah; Schachter, P.H.

Making the Most of Early Communication: Strategies for Supporting Communication with Infants, Toddlers, and Preschoolers Whose Multiple Disabilities Include Vision and Hearing Loss

PUBLISHER: New York, NY: American Foundation for the Blind, 1997, video: 34 min.; booklet: 31 pp.

GENERAL NOTE: Demonstrates selected interventions to assist infants and toddlers with multiple disabilities, including vision and hearing loss, in developing early communication and other skills.

WEBSITE: www.afb.org

Roper, Nicole

Melodic Intonation Therapy with Young Children with Apraxia

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Bridges: Practice-Based Research Syntheses, Research and Training Center on Early Childhood Development, May 2003, 1(8), 7 pp.

GENERAL NOTE: From study to ascertain the effectiveness of melodic intonation therapy (MIT) for increasing the verbal communication abilities of children with developmental apraxia of speech (DAS), gives practice-based review of research that shows little evidence available to support effectiveness of MIT for children with apraxia.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_vol1_no8.pdf

Kohler, F.; Strain, P.; Hoyson, M.; Jamieson, B.

Merging Naturalistic Teaching and Peer-Based Strategies to Address the IEP Objectives of Preschoolers with Autism: An Examination of Structural and Child Behavior Outcomes

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disabilities, 1997, 12(4), 12 pp.

GENERAL NOTE: Examines the effects of combining naturalistic teaching and peer-mediated tactics to address IEP goals and objectives related to developmental skills for children with autism. The involvement of typical peers was associated with a substantial increase in learning.

WEBSITE: www.proedinc.com/focus.html

Drouillard, Richard

Move It!!! A Guide for Helping Visually Handicapped Children Grow

PUBLISHER: Washington, DC: AAHPER Publications, 1977, 94 pp.

GENERAL NOTE: Gives strategies for promoting movement, independence, interactions, self-help abilities and overall development through play and daily activities. Written and illustrated for parent and professionals from a young child's perspective.

Jensen, Mike

National Fathers' Network Newsletter

PUBLISHER: Bellevue, WA: National Fathers' Network. 1993, 3(2), 15 pp.

GENERAL NOTE: Contains several letters from fathers of children with disabilities and describes a simple modification which can allow toys, to be operated by game paddle buttons, joysticks and a wide range of adaptive switches available.

WEBSITE: www.fathersnetwork.org

Dodge, Diane Trister

The New Room Arrangement as a Teaching Strategy

PUBLISHER: Washington, DC: Teaching Strategies, Inc., 1991, video: 16 min.

GENERAL NOTE: Describes how room arrangements and toy placement is an effective teaching strategy. Includes a 12 page booklet with summary and workshops for staff development.

WEBSITE: www.teachingstrategies.com

Sofka, Denise

Nutrition and Feeding Techniques

PUBLISHER: Sacramento, CA: CA Dept. of Health, Developmental Disabilities Program, 12 pamphlets

GENERAL NOTE: Pamphlet series for parents on positioning, sucking, swallowing, chewing, drinking, eating solids, finger and spoon feeding, using utensils, gaining and losing weight and eating habits.

WEBSITE: www.dhs.ca.gov

Schwartz, I.S., et al.

Outcomes for Children with Autism: Three Case Studies

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1998, 18(3), 12 pp.

GENERAL NOTE: Presents case studies of three children with autism who received educational services in a public-school affiliated early childhood program during their preschool and kindergarten years and have had positive outcomes.

WEBSITE: www.proedinc.com/tec.html

Sparling, J., et al.

Partners: A Curriculum to Help Premature, Low Birthweight Infants Get Off to a Good Start

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1991, 11(1), 18 pp.

GENERAL NOTE: Examines effectiveness of Partners, a developmental curriculum for developing gains in cognition for low birth weight babies.

WEBSITE: www.proedinc.com/tec.html

Heidemann, S

Pathways to Play: Developing Play Skills in Young Children

PUBLISHER: St. Paul, MN: Redleaf Press, 1992, 107 pp.

GENERAL NOTE: Gives play checklist with suggestions and activities for learning play skills, identifying problems in play and case studies that demonstrate the usefulness of the checklist.

WEBSITE: www.redleafpress.org

Drehobl, Kathy Fleming; Fuhr, Mary Gengler

Pediatric Massage for the Child with Special Needs

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1991, 128 pp.

GENERAL NOTE: Describes the massage strokes that are easily adapted for children with special needs and that can be used in therapeutic positioning and handling, attainment of therapeutic and educational goals and enhancing parent-child interaction.

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

Drehobl, Kathy Fleming; Fuhr, Mary Gengler

Pediatric Massage For the Child with Special Needs

PUBLISHER: San Antonio, TX: Therapy Skill Builders, 1993, video: 59 min.; viewer's guide: 61 pp.

GENERAL NOTE: Introduces massage for children with special needs. Describes the massage strokes that are easily adapted for children with special needs and that can be used in therapeutic positioning and handling, attainment of therapeutic and educational goals and enhancing parent-child interaction.

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

Honig, A.

Playtime Learning Games for Young Children

PUBLISHER: Syracuse, NY: Syracuse University Press, 1992, 117 pp.

GENERAL NOTE: Describes easy games and learning activities for children from age two through kindergarten that are easy, don't require fancy toys, and can be done as part of daily activities.

WEBSITE: www.syracuseuniversitypress.syr.edu

Cherry, Clare

Please Don't Sit on the Kids: Alternatives to Punitive Discipline

PUBLISHER: Belmont, CA: David S. Lake Publishers, 1983, 184 pp.

GENERAL NOTE: Teacher and parent resource on social-emotional development, behavior, discipline, interactions and strategies for problem solving and behavior management.

Diamant, R.

Positioning for Play: Home Activities for Parents of Young Children

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1992, 213 pp.

GENERAL NOTE: Collection of reproducible activities for early intervention professionals and parents of children birth to 3 years who have developmental delays. Focuses on helping the professionals teach parents ways to hold and play with their children while providing opportunities for developing motor skills and stimulation.

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

Fogel Schneider, Elaine

The Power of Touch: Massage for Infants

PUBLISHER: Frederick, MD: Infants and Young Children, 1996, 12 pp.

GENERAL NOTE: Reviews the historical use of massage, implications for health and rehabilitation, research findings and describes how this technique can facilitate parent-child interaction, sensory-motor awareness and development of young children with special needs.

WEBSITE: www.iycjournal.com

Petterle, Joseph

ProActive Discipline

PUBLISHER: Sacramento, CA: Copernicus Systems, 1994, 200 pp.

GENERAL NOTE: Focuses on instruction and developing a cooperative rather than adversarial relationship with compilation of techniques and strategies to use when confronting undesirable student behavior.

Kirkwood Community College

Promoting Positive Behavior

PUBLISHER: Cedar Rapids, IA: Kirkwood Community College, 1992, video: 25 min.

GENERAL NOTE: Explores methods for changing misbehavior by analyzing types of misbehavior and offering practical strategies for redirection, and using praise and encouragement. Includes scenes from preschool and elementary classes.

WEBSITE: www.kirkwood.cc.ia.us

Raab, Melinda

Relationship Between Types of Toys and Young Children's Social Behavior

PUBLISHER: Asheville, NC: Orelena Hawks Puckett Institute, Research and Training Center on Early Childhood Development, June 2003, Bridges 1(5), 12 pp.

GENERAL NOTE: Discusses the relationship between types of toys and children's social behavior with peers in group settings. Recommends types of toys and play materials with certain characteristics that promote social play variations in children's social behavior with peers.

WEBSITE: www.evidencebasedpractices.org/bridges/bridges_voll_no5.pdf

Strain, P.; Guralnick, Michael; Smith, B.; Wolery, M.

Research Institute on Preschool Mainstreaming: A Summary of Findings and Conclusions

PUBLISHER: Denver, CO: Univ. of Colorado, 1996, 16 pp.

GENERAL NOTE: Study found that in a comprehensive approach to integration in education, where necessary resources were made available, children with greatest and least needs were integrated successfully. Regular ed students not only benefit but also represent a resource for improving competencies of students with special needs.

WEBSITE: www.cudenver.edu/home.htm

Ellis, Jill

Show 'n' Tell Stories: A Bilingual Storytelling Series for Deaf Children and Their Families

PUBLISHER: Berkeley, CA: The Center for Education of the Infant Deaf, 1993, video: 21 min.

GENERAL NOTE: Demonstrates techniques for reading with young children who are deaf in American Sign Language and Signing Exact English for parents and professionals.

WEBSITE: www.ceid.org

Weissman, J.

Songs to Sing With Babies

PUBLISHER: Mt. Rainer, MD: Gryphon House, 1992, 63 pp.

GENERAL NOTE: Songs for parents and babies to develop listening and language skills, motor development, cognitive skills, a sense of humor and well being.

WEBSITE: www.ghbooks.com

Community Advisory Committee for Special Education

Special Education Handbook: A Resource Guide for Parents and Guardians

PUBLISHER: San Francisco, CA: San Francisco Unified School District, 1991, 38 pp.

GENERAL NOTE: For parents transitioning from preschool, explains the special education process describing the laws covering the special education process, going through the process from referral for assessment to placement in a classroom. Includes summary of parents' rights and responsibilities and addresses the issue of disagreements and complaints and how best to resolve them. Concludes with a dictionary of special education terms.

WEBSITE: www.sfusd.k12.ca.us

Baker, Bruce L.; Brightman, Alan J.

Steps to Independence: Teaching Everyday Skills to Children with Special Needs

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 400 pp.

GENERAL NOTE: Shows how to teach essential social, self-help, and information skills to children with special needs, including computer use, sample activities, skills inventories, and behavior problem management.

WEBSITE: www.brookespublishing.com

Gurewitz-Clemens, S.

The Sun's Not Broken, A Cloud's Just in the Way

PUBLISHER: Mt. Rainer, MD: Gryphon House, 1992, 137 pp.

GENERAL NOTE: Gives account of how a teacher made a safe and stimulating place for young children with special needs to learn, read and care for each other.

WEBSITE: www.ghbooks.com

McCathren, Rebecca B.

Teacher-Implemented Prelinguistic Communication Intervention

PUBLISHER: Austin, TX: Focus on Autism and Other Developmental Disorders, 2000, 15(1), 9 pp.

GENERAL NOTE: Explores efficacy of prelinguistic intervention implemented by classroom teacher in ongoing daily activities of a special education preschool classroom for a three-year old with severe communication and cognitive delays. Discusses strategies used and successful results, including unanticipated results.

WEBSITE: www.proedinc.com/focus.html

Crittenden, Patricia M.

Teaching Maltreated Children in the Preschool

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1989, 11 pp.

GENERAL NOTE: Offers recommendations regarding the social and academic needs of children who may display one of several patterns of atypical development and need specialized intervention, and the management of their problems in the classroom.

WEBSITE: www.proedinc.com/tec.html

Dickson, L.

Teaching Through Creative Play

PUBLISHER: Colorado Springs, CO: As They Grow, 1988, 91 pp.

GENERAL NOTE: Creative developmental activities that can be carried out at a minimal cost to supplement play activities, aid in compiling a developmental curriculum and to use in lesson planning.

Guarneri, Gina, ed.; Carr, A., ed.; Brekken, Linda, ed.

Team Assessment In Early Childhood Special Education: A Trainers Resource Guide

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE)/Personnel Development for Infant Preschool Programs (PDIP), 1991, 204 pp.

GENERAL NOTE: Detailed curriculum presents a philosophy and framework for implementing team assessment, emphasizing a child and family-focused approach. Includes creative training activities and annotated bibliographies for each chapter. For use as formal training tool or reference work.

WEBSITE: www.sonoma.edu/cihs

Kaiser, Crystal E.

Young and Special: Position is Everything in Life – Intervention: Large Motor Problems

PUBLISHER: Baltimore, MD: University Park Press, 1982, video: 30 min.; booklet: 31 pp.

GENERAL NOTE: A pediatric physical therapist demonstrates common positioning and handling techniques and the use of adaptive equipment with physically handicapped children. Discusses the differences between occupational and physical therapy.

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

INTERVENTION/ASSISTIVE TECHNOLOGY:
Specific Programs

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Calhoun, Mary

Charlotte Circle Intervention Guide for Parent-Child Interactions

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1991, 221 pp.

GENERAL NOTE: Addresses the issue of social reciprocity, a curriculum guide for early interventionists, for implementation at home by parents with support from interdisciplinary team. Available in English and Spanish.

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

Schechter, Ann Lacy

Dear Mom and Dad: A Baby's Letters to her Parents, Project HOPE

PUBLISHER: San Diego, CA: San Diego County Office of Education, 1987, 241 pp.

GENERAL NOTE: Child's perspective provides information and ideas for understanding and working with young children with disabilities. Includes home program philosophy and rationale, research, activity, teaming and parent support ideas, information on specific disabilities and an in-service guide for group and self instruction.

WEBSITE: www.sdcoe.k12.ca.us

Cooperative Educational Service Agency #5

Description of Portage Projects and Publications

PUBLISHER: Portage, WI: Cooperative Educational Service Agency #5, 1991, 11 pp.

GENERAL NOTE: Describes Portage Project Model of Early Intervention and related projects, publications, and training opportunities.

WEBSITE: www.cesa5.k12.wi.us

Coling, M.

Developing Integrated Programs: A Transdisciplinary Approach for Early Intervention

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1991, 138 pp.

GENERAL NOTE: Describes early intervention programs focusing on sensorimotor approaches, neurodevelopmental treatments, sensorimotor integration and Piagetian based intervention strategies.

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

Creger, Pamela

Developmental Interventions for Preterm and High-Risk Infants: Self-Study Modules for Professionals

PUBLISHER: Tucson, AZ: Therapy Skill Builders, 1989, 181 pp.

GENERAL NOTE: Gives information and application ideas for the professional interested in developmental assessment and caregiving for preterm and high risk infants.

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

CA Dept. of Alcohol and Drug Programs

Directory of OSAP and ADP Perinatal Addiction Projects in California

PUBLISHER: Sacramento, CA: CA Dept. of Alcohol and Drug Programs, 1991, 79 pp.

GENERAL NOTE: Directory of model projects for pregnant and postpartum women and their infants through the CA Office for Substance Abuse Prevention and California State Department of Alcohol and Drug Programs.

WEBSITE: www.adp.state.ca.us

Hanson, Marci J.

Early Intervention: Implementing Child and Family Services for Infants and Toddlers Who are At Risk or Disabled

PUBLISHER: Austin, TX: Pro-Ed, 1989, 462 pp.

GENERAL NOTE: Guide to planning and implementing early intervention services.

WEBSITE: www.proedinc.com

Goossens', Carol; Crain, Sharon Sapp; Elder, Pamela S.

Engineering the Preschool Environment for Interactive Symbolic Communication: 18 Months to 5 Years Developmentally

PUBLISHER: Birmingham, AL: Southeast Augmentative Communication Conference Publications, Clinician Series, 1994, 210 pp.

GENERAL NOTE: Presents master plan aimed at redesigning preschool environments and training aided augmentative and/or alternative communication (AAC) systems for use in integrated, as well as self-contained classroom settings. Focuses on strategies to facilitate interaction, communication and language development in young children with special needs. Includes suggestions on classroom design, language activities, teaching and training ideas, materials development and communication displays.

WEBSITE: www2.edc.org/NCIP/library/ec/Seac.htm

McWilliam, R.

Family-Centered Intervention Planning: A Routines-Based Approach

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1992, 211 pp.

GENERAL NOTE: Handbook for professionals dealing with practical issues about family-centered services. A checklist approach is used to describe practices and translate philosophy into real activities.

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

Early Intervention Program

Final Report: The Special Care Project – An Early Intervention Collaborative Demonstration Project

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1991, 10 pp.

GENERAL NOTE: Describes collaborative model project to coordinate child care and related resources for children with disabilities and their families.

WEBSITE: www.dds.ca.gov

Noari-Syverson, Angela; Maddox, M.; Kim, Young Sook; Cole, Kevin

Language is the Key: A Program for Building Language and Literacy in Early Childhood

PUBLISHER: Seattle, WA: Washington Learning Systems, 2004, videos: 2 - each one 22 min.; resource guide: 34 pp.

GENERAL NOTE: Teaches strategies that promote language development as the pathway to literacy. Provides guidance for parents and teachers of children who are bilingual or who have language disabilities, showing effective ways to build language when delays are present.

WEBSITE: www.wlearning.com

Blind Babies Foundation

Off to a Good Start

PUBLISHER: San Francisco, CA: Blind Babies Foundation, 8 pp.

GENERAL NOTE: Brochures, mission statement, newsletter and program overview related to early intervention for young children with visual impairments

WEBSITE: <http://blindbabies.typepad.com>

Early Education Program for Children with Disabilities (EEPCD) Outreach Projects

The Outreach Catalog: Programs That Make a Difference for Young Children with Disabilities and Their Families

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NEC*TAS), 1993, 103 pp.

GENERAL NOTE: Gives resource for state and leadership personnel working to improve and expand services for children age birth through 8 with disabilities or at risk.

WEBSITE: www.nectac.org

PeakCare LLC

PeakCare Customized Exercise Videotape: Pediatric Demo; Internet Explorer User's Manual

PUBLISHER: Englewood, CO: PeakCare, 1999, video: 8 min.

GENERAL NOTE: Demo video shows how PeakCare can customize exercise for infants and toddlers.

WEBSITE: www.peakcare.com

Shearer, David E.

Portage Project Readings

PUBLISHER: Portage, WI: Portage Project, 1981, 96 pp.

GENERAL NOTE: Collection of articles about a home-based early intervention program for preschool children with special needs and their families.

WEBSITE: www.portageproject.org

Goetz, K., ed.

Programs to Strengthen Families: A Resource Guide

PUBLISHER: Chicago, IL: Family Resource Coalition, 1992, 193 pp.

GENERAL NOTE: Compendium of family resource programs includes examples of comprehensive and collaborative family support services.

WEBSITE: www.familysupportamerica.org/content/home.htm

National Center for Clinical Infant Programs

Promoting Success in Zero to Three Services

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 6 pp.

GENERAL NOTE: Brief descriptions of case studies of six communities that use preventive approaches to serve infants, toddlers and their families as part of a study to chart system response to economic and political change.

WEBSITE: www.medicalhomeinfo.org

Vallerga, P.

Respite Cooperative Demonstration Project

PUBLISHER: Sacramento, CA.: CA Dept. of Developmental Services, 15 pp.

GENERAL NOTE: Gives project information on a cooperative respite program established in Placer County. Includes project objectives, problem identification and resolution, and interagency coordination efforts.

WEBSITE: www.dds.ca.gov

Williams, Catherine; Williams, Scott

Shane's Inspiration

PUBLISHER: Valley Village, CA: Shane's Inspiration, 2002, flyer and video

GENERAL NOTE: Gives information on playground project whose mission is to build universally accessible playgrounds, develop community outreach programs and create equal opportunities for children with disabilities.

WEBSITE: www.shanesinspiration.org

Montgomery, Becky, et al.

Starting a Crisis Nursery Program

PUBLISHER: Chapel Hill, NC: Access to Respite Care and Help (ARCH) National Resource Center for Crisis Nurseries and Respite Care Services, 1993, 274 pp.

GENERAL NOTE: "How to" manual gives basics of establishing a crisis nursery, general information to design and implement a program, sample forms, position descriptions and resources.

WEBSITE: www.archrespite.org/ARcontactus.htm

Arnn, Loretta

Strategies for Early Intervention Programs: From Planning to Service Delivery

PUBLISHER: Palo Alto, CA: VORT Corporation, 1989, 94 pp.

GENERAL NOTE: Assists teams in organizing forms of outreach and programming to avoid "reinventing the wheel."

WEBSITE: www.vort.com

Hendrick, Victoria; Neufeld, Susan; Del'Homme, Melissa; Consortium for Successful Early Childhood Interventions

Successful Early Childhood Interventions

PUBLISHER: Sacramento, CA: CA Dept. of Mental Health/Dept. of Mental Health, County of Los Angeles, 1999, 127 pp.

GENERAL NOTE: Reviews research-based interventions for children aged 0-5 years that significantly and quantifiably improved developmental and mental health outcomes. Reviews interventions focusing on parents and the child. Includes review of screening questionnaires to assess mental health in young children or their parents.

WEBSITE: www.dmh.cahwnet.org

Sall, Nancy

Technological Resources for Students with Deaf-Blindness and Severe Disabilities

PUBLISHER: New York, NY: Developmental Disabilities Center, 1992, 97 pp.

GENERAL NOTE: Gives information on adaptive technology for use with preschool and school age children with deaf-blindness and severe disabilities. Focuses on early communication and social interaction skills.

Sosna, Barbara K.

Technology for Tots: Using Computers with Preschool Children Who Have Visual Impairment

PUBLISHER: New York, NY: The Lighthouse Inc., 1992, 39 pp.

GENERAL NOTE: Gives examples of how to set up a computer assisted instruction for preschool children who have visual impairments and their teachers.

WEBSITE: www.lighthouse.org

Fogel Schneider, Elaine

Touch Communication: The Power of Infant Massage

PUBLISHER: Sonoma, CA: Foundation for Healthy Family Living, 2001, 10 pp.

GENERAL NOTE: Discusses the role of massage and the importance of touch with infants for attachment and bonding, the technique and effects on the body, the benefits of infant massage in the psycho-social domain and the physiological/physical growth domain. Includes two articles on the benefit of infant massage as an intervention for special needs and its role in reducing child abuse.

WEBSITE: www.healthyfamily.org

Ski-Hi Institute

What is a Parent Advisor?

PUBLISHER: Logan, UT: Ski-Hi Institute; Dept. of Communication Disorders, Utah State Univ., 1987, video: 25 min.

GENERAL NOTE: Professionals explain their role and the purpose of home visits for the families of young children with disabilities. One parent professional gives insight on her dual role.

WEBSITE: www.skihi.org

INTERVENTION/ASSISTIVE TECHNOLOGY: Resources

[4230]

RESNA Technical Assistance Project

Consultant Technology Directory

PUBLISHER: Washington, DC: RESNA TA Project, 1990, 87 pp.

GENERAL NOTE: Contains resources from RESNA, an interdisciplinary association for the advancement of rehabilitation and assistive technology.

Urban, Carolyn J.

Curriculum and Activity Guide Directory and Toy Catalog Directory

PUBLISHER: Riverside, CA: Creative Home Programs, 1992, 22 pp.

GENERAL NOTE: Guide of intervention resources includes books and curricula with publisher information and prices.

BANANAS Resource Agency

Demonstration Project Final Report

PUBLISHER: Oakland, CA: BANANAS Resource Agency of Alameda County, 1991, 9 pp.

GENERAL NOTE: Resource agency report on referral services in child care and early intervention.

WEBSITE: www.bananasinc.org

Urban, Carolyn J.

Early Intervention Bibliography

PUBLISHER: Riverside, CA: Creative Home Programs, 1992, 16 pp.

GENERAL NOTE: Includes magazines, journals and newsletters.

Urban, Carolyn J.

Early Intervention Video Directory

PUBLISHER: Riverside, CA: Creative Home Programs, 1992, 43 pp.

GENERAL NOTE: Includes topics of health, infant language, social/emotional and motor development, self help skills and special needs.

Werner, Arnold

A Psychiatric Glossary

PUBLISHER: Washington, DC: American Psychiatric Association, 1980, 152 pp.

GENERAL NOTE: Gives diagnostic terms and cross references, incorporating the revised nomenclature of the American Psychiatric Association's DSM III

WEBSITE: www.apa.org

Catlett, Camille; Winton, Pamela J.; Mitchell, Anna

Resource Guide: Selected Early Childhood/ Early Intervention Training Materials

PUBLISHER: Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Institute, 2002, 175 pp.

GENERAL NOTE: Identifies and describes teaching, training and staff development materials to assist educators, trainers, supervisors and other personnel preparation decisionmakers in designing quality preservice and inservice experiences. Includes materials on instructional content, and material on instructional process.

WEBSITE: www.fpg.unc.edu

Oakes, E.H.; Bradford, J.

Resources for People With Disabilities: A National Directory, Vol. 1 and Vol. 2

PUBLISHER: Chicago, IL: Ferguson Publishing Co., 1998, 1034 pp.

GENERAL NOTE: Two volume resource provides easy access to information about assistive technologies, about funding to purchase those technologies, and about organizations that can help people with disabilities take their place as active and productive members of society.

WEBSITE: www.fergpubco.com

Bruton, N.

Special Care Project/Final Report

PUBLISHER: San Francisco, CA: Children's Council of San Francisco, 1991, 14 pp.

GENERAL NOTE: Gives implementation results of a special needs project of providing family and child care provider support.

WEBSITE: www.childrenscouncil.org/index.aspx

Kehr, Kit

UCLA Microcomputer Project Resource Guide for use with Young Children with Disabilities

PUBLISHER: Los Angeles, CA: UCLA Intervention Program for Children with Disabilities, 1998, 83 pp.

GENERAL NOTE: Provides comprehensive information about materials needed for computer use with young children, listing information about available hardware, adaptive devices, software and resources that are developmentally appropriate for children from age 18 months to 5 years.

WEBSITE: www.medctr.ucla.edu/mattel/institution/groups-detail?group_id=12039

INTERVENTION/ASSISTIVE TECHNOLOGY: Assistive Technology

[4240]

Lahm, Elizabeth; Elting, Sue

Assistive Technology

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 1996, 20 pp.

GENERAL NOTE: Includes Technology: Becoming an Informed Consumer; Assistive Technology: A Parent's Perspective; Federal Legislation and Assistive Technology; Effective Uses of Technology with Young Children; Integrating Technology into a Student's IEP; and Starting the Funding Process.

WEBSITE: www.nichcy.org

King, Jillian, et al.

Assistive Technology: Definitions, Devices and Resources

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1999, 6 pp.

GENERAL NOTE: Gives handout from Health and Wellness Forum covering definition, legislation affecting assistive technology, role of assistive technology, and evaluation and assessment.

WEBSITE: www.dds.ca.gov

Ordovery, Eileen

Assistive Technology for Students with Disabilities: Rights Under Federal Law

PUBLISHER: Cambridge, MA: Center for Law and Education, 1994, 4 pp.

GENERAL NOTE: In outline form, gives assistive technology rights under IDEA, and other laws and regulations for children, youth and adults with disabilities.

WEBSITE: www.cleweb.org

Mendelsohn, Steve, et al.

Assistive Technology Funding and Systems Change Project Report: 94-35; 94-36; 94-37; 94-38

PUBLISHER: Washington, DC: Assistive Technology Funding and Systems Change Project, 1995, 34 pp.

GENERAL NOTE: Contains: Accessibility in the Federal Workplace: Section 508 of the Rehabilitation Act; Funding Decision Case Report: Medicaid funding of an Environmental Control Unit; Office of Special Education Programs Clarifies Liability of Schools for Family-Owned Assistive Devices Used at School; OSEP Releases Policy Material on Least Restrictive Environment Requirement of IDEA.

WEBSITE: www.icdri.org/Assistive%20Technology/atfs.htm

Gray, David B., ed.; Quatrano, Louis A., ed.

Designing and Using Assistive Technology: The Human Perspective

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1998, 368 pp.

GENERAL NOTE: Presents a holistic perspective on how and why people choose and use assistive technology (AT). Gives insights from AT users of all ages. Documents and explains the crucial intangibles of AT, such as judging environmental compatibility, assessing an individual's need for AT, justifying third-party payment, acknowledging public perceptions of ATs, and measuring life outcomes.

WEBSITE: www.brookespublishing.com

Task Force on Technology-Dependent Children

Fostering Home and Community-Based Care for Technology-Dependent Children

PUBLISHER: Washington, DC: U.S. Dept. of Health and Human Services, 1988, 481 pp.

GENERAL NOTE: Discusses definitions of technology-dependent children, alternative methods of identifying them, and gives recommendations on how to address barriers to providing technology-dependent children with care in the most appropriate setting.

WEBSITE: www.hhs.gov

Wright, Christine

From Toys to Computers: Access for the Physically Disabled Child

PUBLISHER: San Jose, CA: Christine Wright, 1985, 206 pp.

GENERAL NOTE: Gives information, illustrations and applications of low and high technology systems and strategies for assisting children with physical disabilities to be more independent, communicative and actively involved in learning and play.

Enders, Alexandra

Funding for Assistive Technology and Related Services: An Annotated Bibliography

PUBLISHER: Missoula, MT: Univ. of MT, Rural Institute on Disabilities, 1994, 38 pp.

GENERAL NOTE: Lists resources oriented toward finding funding for an individual's assistive technology, rather than program funding.

WEBSITE: <http://ruralinstitute.umt.edu>

CT Birth to Three System

Guidelines for Assistive Technology

PUBLISHER: Hartford, CT: Connecticut State Dept. of Education, 1999, 79 pp.

GENERAL NOTE: Assists families, programs and schools with the integration of assistive technology into the natural settings of children from birth to age three and into the least restrictive educational programs of students with disabilities. Focuses on ways to assist teachers, early intervention providers, and others with the incorporation of assistive technology into the homes or childcare environment for infants and toddlers, and the classroom curriculum and other activities for children who are 3-21 years of age.

WEBSITE: www.state.ct.us/SDE

Burkhart, Linda J.

More Homemade Battery Devices for Severely Handicapped Children With Suggested Activities

PUBLISHER: Eldersburg, MD: Linda J. Burkhart, 1985, 160 pp.

GENERAL NOTE: Describes a variety of switches, battery operated toys and appliances that can assist young children and others with significant physical disabilities in accessing and controlling their environment learning and play materials through technology. Includes instructions for construction of materials and individualized activities.

WEBSITE: www.lburkhart.com

Gearhart, Maryl, et al.

A New Mirror for the Classroom: A Technology-Based Tool for Documenting the Impact of Technology on Instruction

PUBLISHER: Los Angeles, CA: University of CA, Los Angeles, 1990, 62 pp.

GENERAL NOTE: Describes technology-based classroom observation instrument for documenting the impact of technology access on K-12 classroom instruction, and illustrates with samples of current approaches to data analysis.

WEBSITE: www.ucla.edu

Carlson, Faith

Prattle and Play: Equipment Recipes for Nonspeech Communication

PUBLISHER: Omaha, NE: Meyer Children's Rehabilitation Institute, Univ. of Nebraska Medical Center, 1982, 63 pp.

GENERAL NOTE: Gives teaching and support strategies, illustrations and descriptions of adapted materials and approaches that can be used to promote language, interaction and learning with young children who have physical and communication disabilities.

WEBSITE: www.unmc.edu/mmi

Craddock, Judith Ann; McNeal, Don

Tips on Breaking the Funding Barrier... How to get Assistive Technology for your Child

PUBLISHER: Downey, CA: Rancho Rehabilitation Engineering Program, 15 pp.

GENERAL NOTE: Gives tips for getting started, where to look for money and what to do when applying for funding for assistive technology, including resource section.

WEBSITE: www.ranchorep.org