

National Early Childhood Technical Assistance System (NECTAS)
1997-98 Directory of Selected Early Childhood Programs

PUBLISHER: Chapel Hill, NC: NECTAS, 1998, 228 pp.
 GENERAL NOTE: Includes information about selected early childhood projects sponsored by Office of Special Education and Rehabilitative Services (OSERS) and administered by the Office of Special Education Programs (OSEP), including Preschool Grants Program (Part B-Section 619), P.L. 102-119, and the Program for Infants and Toddlers with Disabilities (Part C).
 WEBSITE: www.nectac.org

Milio, Nancy
9226 Kercheval: The Storefront That Did Not Burn

PUBLISHER: Ann Arbor, MI: University of Michigan Press, 1970, 223 pp.
 GENERAL NOTE: Documentary of the development of an inner city health project, as a factual account, and as a personal interpretation of events.
 WEBSITE: www.press.umich.edu

Gilkerson, Linda; Crocker, Allen, et al.
Access to Developmental Services for NICU Graduates

PUBLISHER: Boston, MA: Wheelock College, 1985, 92 pp.
 GENERAL NOTE: Describes Project ACCESS, designed to examine access to follow-up and early intervention services for infants at-risk once they leave neonatal intensive care.
 WEBSITE: www.wheelock.edu

Child Development Policy Advisory Committee
Alphabet Soup: Children's Services Glossary of Terms

PUBLISHER: Sacramento, CA: Child Development Policy Advisory Committee, 2002, 29 pp.
 GENERAL NOTE: Gives basic glossary of terms used in Children's Services, and listings of organizations and agencies, state boards, commissions and councils, legislative committees, and state and federal agencies. Includes federal and state regulations and a listing of acronyms.
 WEBSITE: www.cdpac.ca.gov

Graden, J., et al.
Alternative Educational Delivery Systems: Enhancing Instructional Options for All Students

PUBLISHER: Washington, DC: National Association of School Psychologists, 1988, 571 pp.
 GENERAL NOTE: Discusses variety of alternatives to meet educational needs of all students. Includes system change factors, consultation approaches, assistance in regular education classes, linking assessment to curriculum, curriculum based measurement, adaptive and preventive approaches, preschool and early childhood service alternatives, service options for students with severe disabilities, peer tutoring, behavioral and social interactions, legal implications and changes in the approach to school psychology.
 WEBSITE: www.nasponline.org

Barber, Patricia; Behr, Shirley; Hazel, Robin; Helmstetter, Edwin
Annotated Bibliography of Literature on Planning Comprehensive, Integrated Service Delivery Systems for Children with Special Needs and Their Families

PUBLISHER: Lawrence, KS: Project Nexus, Univ. of Kansas, 1984, 128 pp.
 GENERAL NOTE: Describes resources for local community groups or agencies to improve services to children, birth to three, who are disabled or chronically ill, and their families.
 WEBSITE: www.ku.edu

Lombardi, Joan
Beyond Transition: Ensuring Continuity in Early Childhood Services

PUBLISHER: Urbana, IL: ERIC Clearinghouse, 1992, 2 pp.
 GENERAL NOTE: Position paper on the key elements of services for young children with special needs and their families.
 WEBSITE: www.eric.ed.gov

Ohlson, Terry; Hurth, Joicey; Hausslein, Evelyn
Case Management Resource Collection

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NEC*TAS), 1990, 219 pp.
 GENERAL NOTE: Discusses development of individualized family-centered services involving education, health, mental health, parent networks, and human services in an integrated approach to case management.
 WEBSITE: www.nectac.org

Poche, Patsy, et al.
Collaborative Planning in Urban Settings: Strategies for Providers of Service to Young Children with Handicaps

PUBLISHER: Washington, DC: Handicapped Children's Early Education Program, 1982, 40 pp.
 GENERAL NOTE: Describes creative problem-solving technique involving a futures process to be adapted and used by urban agencies serving children with special needs from birth to 5 years old, to explore ways of achieving interagency cooperation and collaborative planning.

Miller, Jeri; Petersen, Sandy
Colorado Guidelines for Service Coordination: Early Childhood Connections for Infants, Toddlers and Families

PUBLISHER: Denver, CO: PEAK Parent Center, Inc., 1999, 24 pp.
 GENERAL NOTE: Gives vision for the provision of service coordination with families, early intervention providers, and service coordinators, providing basic guidelines and practical examples for implementation.
 WEBSITE: www.peakparent.org

Hazel, Robin
A Community Approach to an Integrated Service System for Children with Special Needs

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1988, 264 pp.
 GENERAL NOTE: Gives overview of legal and legislative issues, procedures for interagency collaboration and coordinated service delivery, discussion of role delineations, group dynamics and organizational structure, guidelines for developing individualized family service plans (IFSPs) and reproducible worksheets to assist parents and professionals in developing family-focused, community-based early childhood services.
 WEBSITE: www.brookespublishing.com

Tazioli, Pam, et al.
Concurrent Services Model

PUBLISHER: Seattle, WA: University of Washington, 1987, 75 pp.
 GENERAL NOTE: Discusses process in coordinating services for the child with a disability, including parents, public schools, medical and social services, early childhood and preschool programs.
 WEBSITE: www.washington.edu

Hollis, James N.

Conducting Individualized Education Program Meetings That Withstand Due Process: The Informal Evidentiary Proceeding

PUBLISHER: Springfield, IL: Charles C. Thomas Publisher, Ltd., 1998, 171 pp.
GENERAL NOTE: Helps parents, administrators, teachers and assessment professionals meet basic requirements of conducting an IEP team meeting in a way that produces defensible IEP decisions in a litigious environment.
WEBSITE: www.ccthomas.com

Division for Early Childhood

DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families

PUBLISHER: Reston, VA: Council for Exceptional Children (CEC), 1993, 139 pp.
GENERAL NOTE: Gives recommended best practices for assessment, family participation, service delivery models and intervention strategies for infants, toddlers and young children with special needs and their families.
WEBSITE: www.dec-sped.org

MacQueen, John, ed.

Development of Community-Based Service Systems by State CSHCN Programs: Guidance Material with Comments

PUBLISHER: Iowa City, IA: Maternal and Child Health Bureau, 1988, 49 pp.
GENERAL NOTE: Addresses the provisions of the guidance material relating to the responsibilities of the State CSHCN Programs in developing community-based systems of services and is designed to assist them in responding to the Guidance Material provisions.

Hanson, Marci J.; Lynch, Eleanor W.

Early Intervention: Implementing Child and Family Services for Infants and Toddlers

PUBLISHER: Austin, TX: Pro-Ed, 1995, 394 pp.
GENERAL NOTE: For planning and implementing early intervention services, includes background information; model components; administrative issues; and appendices of professional and parent organizations, information resources, related special education journals, a sample IFSP, and chart with developmental milestones.
WEBSITE: www.proedinc.com

Noonan, Mary Jo; McCormick, Linda

Early Intervention in Natural Environments: Methods and Procedures

PUBLISHER: Pacific Grove, CA: Brooks/Cole Publishing Co., 1993, 432 pp.
GENERAL NOTE: Explores early intervention services in the natural environments chosen by the family (childcare settings, homes and preschools), developments in methods and procedures, role of play and developmentally appropriate activities as learning opportunities, guidelines to show how to intervene effectively with infants and young children with special needs, how to support and serve families, how to assess, and examples of IFSPs, instructional programs and ecological inventories as models.
WEBSITE: www.thomsonedu.com

Resources in Special Education (RiSE)

Early Start: Dreaming New Dreams

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services/RiSE, 1994, video: 15 min.
GENERAL NOTE: Presentation of services under the CA Early Start Program Act SB1085, highlights programs providing early intervention services for children birth to 3 and their families, discusses coordination between agencies and presents a family centered perspective.
WEBSITE: www.dds.ca.gov, www.sonoma.edu/cihs

Inland Regional Center

Early Start Program

PUBLISHER: Colton, CA: HCA #30 - Inland Regional Center, 1994, 50+ pp.
GENERAL NOTE: Information packet on early intervention topics including an overview of CA Early Start Program, Part H, local interagency collaboration, special education eligibility, individualized family service plans (IFSP), and other interagency forms related to early interventions, services and transition planning, including some forms in Spanish. A Local Interagency Coordination Area product (LICA).
WEBSITE: www.inlandrc.org

Johnson, Lynn G.; Johnson, Paul; McMillan, R. Paul; Rogers, Constance K.

Early Childhood Special Education Program Design and Evaluation Guide (EC-SPEED): Annotated Bibliography

PUBLISHER: Columbus, OH: Ohio Dept. of Education, Division of Early Childhood Education, 1989, 79 pp.
GENERAL NOTE: Provides literature summary of useful historical, legislative, theoretical, research, practical, and issues-related information for early childhood special education programming for service providers.
WEBSITE: www.ode.state.oh.us/ece

Johnson, Paul; McMillan, R. Paul; Johnson, Lynn G.; Rogers, Constance K.

Early Childhood Special Education Program Design and Evaluation Guide (EC-SPEED): Model Program Conference: Summary of Conference Proceedings

PUBLISHER: Columbus, OH: Ohio Dept. of Education, Division of Early Childhood Education, 1993, 76 pp.
GENERAL NOTE: Summarizes highlights of conference in which practical solutions were generated in response to barriers to best practices experienced by participants in developing their model programs.
WEBSITE: www.ode.state.oh.us/ece

Bennett, Tess

Facilitating Family-Centered Training in Early Intervention

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1992, 299 pp.
GENERAL NOTE: Training guide on family-professional partnerships, service coordination, transition, and empowerment and family-centered service delivery for early intervention providers.
WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Institute for Child Health Policy

Families on the Move and Public Health Nurses and Part H: Putting the Pieces Together

PUBLISHER: Gainesville, FL: Institute for Child Health Policy, video: 2 hrs.
GENERAL NOTE: Presents framework for public health participation in P.L. 99-457, Part H. Reviews eligibility criteria and the public health nurses' role in the Part H process. Discusses Individualized Family Service Plan (IFSP) and various components of service coordination as required by Part H. Second program is an edited version of an instructional video conference including more than 500 public health nurses at 23 sites across 11 states. Presents a case study with help to identify and develop strategies on how to improve public health nurses' participation in the Part H process.
WEBSITE: www.ichp.ufl.edu

Ohio Early Intervention Program

A Family Centered Approach to Ohio's Early Intervention System: Statewide EI Training Project

PUBLISHER: Columbus, OH: Ohio Dept. of Health, Division of Family and Community Health Services, Bureau of Early Intervention Services, 1996, 251 pp. + brochure

GENERAL NOTE: Gives materials for a workshop on national and state policy regarding selected required components of the early intervention system: Child Find, evaluation and assessment, Individualized Family Service Plan (IFSP), service coordination, procedural safeguards and transition.

WEBSITE: <http://jfs.ohio.gov/cdc/childcare.stm>

Winton, Pamela

The Family Focused Interview

PUBLISHER: Logan, UT: Hope, Inc., video: 48 min.; guide: 20 pp.

GENERAL NOTE: Family vignettes illustrate strategies, concerns and approaches to working with families, interviewing, home visiting, developing IFSPs, program planning promoting interagency collaboration and service coordination. Includes selected articles and workbook activities for staff development.

WEBSITE: www.hopeinonline.org

Weiner, Roberta; Koppelman, Jane

From Birth to 5: Serving the Youngest Handicapped Children

PUBLISHER: Alexandria, VA: Capitol Publications, Inc., 1987, 210 pp.

GENERAL NOTE: Gives overview of P.L. 99-457, describes programs and effects of the law on staffing, enrollment and funding.

Friesen, Barbara J.; Poertner, John

From Case Management to Service Coordination for Children with Emotional, Behavioral, or Mental Disorders: Building on Family Strengths

PUBLISHER: Baltimore, MD: Paul H. Brookes, Publishing, 1995, 438 pp.

GENERAL NOTE: Gives overview and principles of mental health service coordination for children and families, discussing the process of case management; organization and funding; implementation and accountability issues; training and supervising service coordinators; examples from the field; and current research and future program development.

WEBSITE: www.brookespublishing.com

Center for the Future of Children

The Future of Children: School Linked Services

PUBLISHER: Los Altos, CA: Center for the Future of Children, The David and Lucile Packard Foundation, 1992, 2(1), 144 pp.

GENERAL NOTE: Includes preliminary criteria emerging for school linked service efforts and critical issues requiring attention for better ways to serve children and families.

WEBSITE: wwwFOUNDATIONS.org/grantmakers.html

Edelman, Larry, et al.

A Guidebook: Early Intervention Supports and Services in Everyday Routines, Activities, and Places in Colorado

PUBLISHER: Denver, CO: CO Dept. of Education, Early Childhood Connections, 1999, 15 pp.

GENERAL NOTE: Defines purpose of early intervention as enhancing the capacity of families to support their children's well-being, development, and full participation in their communities. Services provided in everyday routines, activities, and places, must also be developmentally appropriate and relevant to families' lives.

WEBSITE: www.cde.state.co.us/earlychildhoodconnections

Allen, Kathryn G., et al.

Home Visiting: A Promising Early Intervention Strategy for At-Risk Families

PUBLISHER: Washington, DC: U.S. General Accounting Office, 1990, 107 pp.

GENERAL NOTE: Discusses existing home visit policies in the U.S and Europe; effectiveness outcomes, strategies and models to consider in program development. Includes federal agency comments and descriptions of specific programs.

WEBSITE: www.gao.gov

Powers, Stephanie; Fenichel, Emily

Home Visiting: Reaching Babies and Families "Where They Live" -- A Report on the Best Information from 20 Years of Research and Practice on Home Visiting

PUBLISHER: Washington, DC: Zero To Three, 1999, 16 pp.

GENERAL NOTE: Presents purposes, benefits, and critical elements of effective home visiting programs for decision makers who influence funding and development of infant/family services.

WEBSITE: www.zerotothree.org

CA State College, Sonoma

Individual Program Planning

PUBLISHER: Baltimore, MD: University Park Press, 1978, 48 pp.

GENERAL NOTE: Provides overview of the individual program planning process as it would work in a large (state) system, describing components of the process, implementation of the IPP responsibilities, developing the direct service plans and carrying them out. Includes sample IPP and Direct Service Plan, a glossary of terms and recommended reading.

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

Zier, Cathy D.

Individualized Planning System

PUBLISHER: Santa Rosa, CA: Learning Tools, International, 1998, 2 booklets; brochures

GENERAL NOTE: Describes two comprehensive software applications: the Individualized Planning System for desktop computers and networks; and GoalView, for internet and local hosted web access.

WEBSITE: www.ltools.com/company/index.asp

McWilliam, P.J.

Lives in Progress: Case Stories in Early Intervention

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 266 pp.

GENERAL NOTE: Using the case method of instruction (CMI) to teach problem-solving and decision-making skills, describes situations that practitioners are likely to encounter in their work.

WEBSITE: www.brookespublishing.com

Smith-Dickson, Bonnie

Making it Work in Rural Communities: Effective Collaboration Among Health Care and Education Professionals: A Necessary Condition for Successful Early Intervention in Rural Areas

PUBLISHER: Macomb, IL: The Rural Network, Western Illinois University, 1982, 48 pp.

GENERAL NOTE: Discusses issues and gives examples of programs and strategies used to promote communication and service coordination between physicians, other health care providers and early intervention services in rural communities.

WEBSITE: www.retac.org

Inland Counties Early Intervention Project

Making the System Work for Infants with Special Needs

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, video: 7 min.

GENERAL NOTE: Data on outcomes and overview of early intervention services describes needs, benefits and community support strategies.

WEBSITE: www.dds.ca.gov

Chattin-McNichols, John

Montessori Programs in Public Schools

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

GENERAL NOTE: Describes the history, current status and specific characteristics of Montessori schools and classes.

WEBSITE: www.eric.ed.gov

Wilson, Maureen; Winer, Miriam

Multidisciplinary Teams Facilitator Guidelines

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, Early Start Program, 2002, 22 pp.

GENERAL NOTE: Gives facilitator guidelines for conducting a multidisciplinary team process that achieves integrated and coordinated services for each child and family.

WEBSITE: www.dds.ca.gov

Benard, Bonnie; Quiett, Douglas

Nurturing the Nurturers: The Importance of Sound Relationships in Early Childhood Intervention

PUBLISHER: San Francisco, CA: WestEd, 2002, 40 pp.

GENERAL NOTE: Describes how home visitors support client families and how, in turn, home visitors receive support from the program supervisor. A case study illustrates how these supportive relationships play out with one family.

WEBSITE: www.wested.org/cpei

Infant Mental Health Development Project

Observation, Assessment and Relationship-Based Service Guidelines: Excerpts from Materials Developed Through the CEITAN Infant Mental Health Development Project and the Model Demonstration and Training Sites

PUBLISHER: Sacramento, CA: CA Early Intervention Technical Assistance Network, 1999, 24 pp.

GENERAL NOTE: Contains R. Perkins' infant mental health as relationship based services, M. Poulsen's developmental risk indicators and strategies for building resilience in toddlers, and healthy caregiving/at-risk caregiving, and a questionnaire for identifying expertise in early intervention services.

WEBSITE: www.wested.org/cpei

Southwest Institute for Families and Children with Special Needs

Partners In The Medical Home Project: Children's Health Status, Assessment, Calendar, and Portable Medical Record

PUBLISHER: Tempe, AZ: Southwest Institute for Families and Children with Special Needs, 2002, 234 pp.

GENERAL NOTE: Gives tool to monitor a child's health status to communicate timely and accurate information to health care providers. Provides effective way to organize information for children with special health care needs. Includes CD for child's health status assessment and portable medical record.

WEBSITE: www.swifamilies.org

Edwards, Karen

A Plan for Comprehensive Services for Young Children with Handicaps in Tennessee: Part I - A Preliminary Study of Existing and Needed Services

PUBLISHER: Nashville, TN: Tennessee Children's Services Commission, 1983, 115 pp.

GENERAL NOTE: Gives preliminary study of services available to young children with disabilities (birth to 6) and their families and services needed for a statewide comprehensive delivery system.

WEBSITE: www.state.tn.us/tccy

Summers, J.A., et al.

Policy and Management Supports for Effective Service Integration in Early Head Start and Part C Programs

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 2001, 21(1), 15 pp.

GENERAL NOTE: Gives results of study to learn how state and local administrators, direct care providers, and parents perceive the process of service integration in Part C and Early Head Start.

WEBSITE: www.proedinc.com/tec.html

Gallagher, James; Trohanis, Pascal L.; Clifford, Richard M.

Policy Implementation and PL 99-457: Planning for Young Children with Special Needs

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1989, 233 pp.

GENERAL NOTE: Provides guidelines and concepts to assist administrators, decision makers and program developers establish comprehensive, family-centered, team oriented early intervention programs and systems. Includes historical perspective, overview of legislation, parent perspectives, personnel recommendations and financial considerations.

WEBSITE: www.brookespublishing.com

Yuan, Ying-Ying T.; Rivest, Michele

Preserving Families: Evaluation Resources for Practitioners and Policymakers

PUBLISHER: Newbury Park, CA: Sage Publications, Inc., 1990, 169 pp.

GENERAL NOTE: Contains six articles on aspects of program evaluation. Covers research designs, data collection and training data collectors.

WEBSITE: www.sagepub.com

Fenichel, Emily

Promoting Health Through Part H: Promoting the Health of Infants and Toddlers with Disabilities through Part H of the Individuals with Disabilities Education Act

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1991, 49 pp.

GENERAL NOTE: Based on a national forum, uses case studies to illustrate the issues and health needs of young children with disabilities and their families. Includes recommendations for administrators on ways to change existing systems and policies into more effective practices.

WEBSITE: www.medicalhomeinfo.org

Goodman, Linda, et al.

Providing Hopes, Realizing Dreams: Brindar esperanzas, Tornar sueños en realidad

PUBLISHER: New Haven, CT: State of Connecticut, Birth to Three System, 1999, video: 13 min.

GENERAL NOTE: Explains the Birth to Three System in CT, including referral, evaluation, IFSP, and transition to preschool or other community program, to strengthen the capacity of families to meet the development and health-related needs of their infants and toddlers who have delays or disabilities. Available in Spanish and English.

WEBSITE: www.birth23.org

McWilliam, R.A.

Rethinking Pull-Out Services in Early Intervention: A Professional Resource

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 400 pp.
GENERAL NOTE: Details how to apply general principles of integrated services to a wide spectrum of specific settings and practices. Offers advice on building and maintaining a working team.
WEBSITE: www.brookespublishing.com

Hurth, Joicey

Service Coordination Caseloads in State Early Intervention Systems

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NECTAS), 1998, 6 pp.
GENERAL NOTE: Summarizes and provides examples of models of service coordination in early intervention which illustrate the variation in policies and practices in state approaches to service coordination.
WEBSITE: www.nectac.org

Zipper, I.N.

Service Coordination for Early Intervention: Parents and Professionals

PUBLISHER: Cambridge, MA: Brookline Books, 1993, 110 pp.
GENERAL NOTE: Gives information about issues and considerations underlying service coordination. Highlights guidelines and activities for policy makers and service providers and parent professional partnership.
WEBSITE: www.brooklinebooks.com

CA Dept. of Developmental Services

Service Delivery Reform Report

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2001, 150 pp.
GENERAL NOTE: Gives Dept. of Developmental Services response to the "Draft Report to the Service Delivery Reform Committee," copies of statements received from 26 individuals and organizations in response to that report, and the final Center for Health Policy's report on a proposed residential rate model.
WEBSITE: www.dds.ca.gov

Black, Talbot

Serving Young Handicapped Children in Rural America: Proceedings of the Handicapped Children's Early Education Program (HCEEP) Rural Workshop

PUBLISHER: Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1980, 118 pp.
GENERAL NOTE: Focuses on issues of concern, service delivery strategies and program and staff development in discussion, findings and recommendations from early childhood rural consortium.
WEBSITE: www.unc.edu

Strategic Planning Committee of the Interagency Coordinating Council on Early Intervention Services

State and Local Administration of Early Intervention Services: Expanded Recommendations - Public Input Draft/ Interim Report: A Report of the Strategic Planning Committee of the Interagency Coordinating Council on Early Intervention Services

PUBLISHER: Sacramento, CA: CA Early Intervention Technical Assistance Network (CEITAN), 1992, 79 pp.
GENERAL NOTE: Gives recommendations regarding implementation of early intervention services in areas of eligible populations, early intervention services, use of Part H funds, state and local administrative structure, and local interagency service delivery.
WEBSITE: www.dds.ca.gov/EarlyStart/ESICCOverview.cfm

The National Center for Care Management and Automation

System of Care and Automation: State Title V, Programs for Children with Special Health Care Needs

PUBLISHER: Los Angeles, CA: The National Center for Care Management and Automation, 1993, 225 pp.
GENERAL NOTE: Gives national survey information and recommendations for automation of client tracking, case management and other data systems. Includes guidelines for choosing database software.

Project Zero to Three

There Ought to be a Law? Ensuring State-Wide Services for Disabled and At-Risk Infants and Toddlers

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 1984, 31 pp.
GENERAL NOTE: Discusses factors to consider in developing policy for service delivery to disabled or at-risk infants and toddlers and their families.
WEBSITE: www.medicalhomeinfo.org

Melaville, Atelia I.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services

PUBLISHER: Pittsburgh, PA: PA Superintendent of Documents, 1993, 157 pp.
GENERAL NOTE: Guide to assist local communities in creating a more responsive education and human service delivery system. Leads reader through a five-stage collaborative process and uses case studies for examples.
WEBSITE: www.state.gov/r/pa/ei/rls

McWilliam, P.

Working Together with Children and Families: Case Studies in Early Intervention

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 310 pp.
GENERAL NOTE: Illustrates service delivery and the challenges of applying recommended practices on a case by case basis.
WEBSITE: www.brookespublishing.com

SERVICE DELIVERY SYSTEM / PROCESS:
Individualized Family Service Plans (IFSP)

[4610]

Cripe, J.; Lindeman, D.P.

0-3 Program: Transition Timelines: Supporting Families and Children in Transition to Inclusive Placements

PUBLISHER: Lawrence, KS: Circle of Inclusion, Univ. of KS, Dept. of Special Education, 1993, 4 pp.
GENERAL NOTE: Gives four page chart of suggested timelines for infants and toddlers 0-3 years old, giving transition activities to be completed at a certain age.
WEBSITE: www.circleofinclusion.org

Lynch, Eleanor W.; Mendoza, Jeanne; English, Kris

California Individual Family Service Plan Study Phase I Report: Service System Review

PUBLISHER: San Diego, CA: San Diego State University, 1990, 98 pp.
GENERAL NOTE: Provides detailed information on assessment, program planning, case management, information sharing, and interagency collaboration; and provides overviews of state programs and services that are part of overall early intervention service system.
WEBSITE: www.sdsu.edu

Montgomery, Deborah L.; Cook, Ruth E.; Chambers, Jay G.; Parrish, Thomas B.

California Individualized Family Service Plan Study: Final Report

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1993, 392 pp.

GENERAL NOTE: Examines impact of implementing individualized family service plans (IFSPs) throughout California. Gives overview, describes IFSP process, provides analysis of service, cost and time factors and recommendations for IFSP implementation by parents and professionals.

WEBSITE: www.dds.ca.gov

Allred, Keith W.; Briem, Raquel; Black, Sharon

Collaboratively Addressing Needs of Young Children with Disabilities

PUBLISHER: Washington, DC: Young Children, 1998, 5 pp.

GENERAL NOTE: Discusses developing the IFSP, addressing identifying existing routines, and developing and adapting goals.

WEBSITE: www.journal.naeyc.org

Miller, Jerri; Petersen, Sandy

Colorado Guidelines for the IFSP Process

PUBLISHER: Denver, CO: PEAK Parent Center, Inc., 1998, 32 pp.

GENERAL NOTE: Gives guidelines, family stories, reflections for families and providers to guide families, providers and others through the IFSP process.

WEBSITE: www.peakparent.org

Espe-Sherwindt, Marilyn

Constructing a Kaleidoscope: The IFSP in Ohio

PUBLISHER: Columbus, OH: Ohio Dept. of Health, Bureau of Early Intervention Services, Oct. 1997, 87 pp.

GENERAL NOTE: Discusses history of Ohio's statewide IFSP form and process, gives overview, requirements, and strategies for completing and using the IFSP form.

WEBSITE: http://jfs.ohio.gov/cdc/childcare.stm

Colorado Dept. of Education

Creating A Vision: The IFSP - Individualized Family Service Plan

PUBLISHER: Denver, CO: Colorado Dept. of Education, 1992, video: 30 min.

GENERAL NOTE: Discusses the Individualized Family Service Plan and its supporting principles, including strategies for developing family-centered services and conducting IFSPs.

WEBSITE: www.cde.state.co.us

Bennett, T.

Developing Individualized Family Support Plans: A Training Manual

PUBLISHER: Cambridge, MA: Brookline Books, 1990, 232 pp.

GENERAL NOTE: Gives practical training materials for professionals implementing IFSPs. Sections include PL 99-457, the rationale for IFSPs, effective parent professional relationships and strategies for writing IFSPs.

WEBSITE: www.brooklinebooks.com

WestEd, California Early Intervention Technical Assistance Network

Early Start Evaluation and Assessment

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2002, 53 pp.

GENERAL NOTE: Provides guidance for IFSP development on performing initial and ongoing evaluation and assessment for infants, toddlers, and families in Early Start.

WEBSITE: www.dds.ca.gov

Early Start Interagency Council of the North Bay

Early Start- Individualized Family Service Plan (IFSP)

PUBLISHER: Napa, CA: Early Start Interagency Council of the North Bay, 1993, 6 pp.

GENERAL NOTE: Copy of the IFSP form developed by this California Local Interagency Coordinating Area (LICA #5).

WEBSITE: www.nbrc.net

Dees, Christy

Embedding Natural Environments in all Aspects of Early Intervention

PUBLISHER: Washington, DC: OSEP/NECTAS, 1999, 21 pp.

GENERAL NOTE: Gives notes from Part C and 619 annual meetings on assumptions, service delivery, IFSP process, referral, assessment and evaluation. Includes Texas Interagency Council on Early Childhood Intervention procedures for developing the IFSP.

WEBSITE: www.nectac.org

CA Dept. of Developmental Services

Equals in Decision Making: Families and Professionals Facilitating IFSP Meetings

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1994, video: 54 min.

GENERAL NOTE: Presentation by Lisbeth Vincent and Cindy Venuto and other professionals and parents discusses key components of an individualized family services plan. Case vignettes demonstrate some of the roles and responsibilities for professionals to consider in conducting IFSP meetings.

WEBSITE: www.dds.ca.gov

Resources in Special Education (RiSE)

Facilitating IFSP Meetings: Families and Professionals Plan Together

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1994, video: 64 min.

GENERAL NOTE: Lisbeth Vincent and Cindy Venuto and other professionals and parents discuss key components of an individualized family services plan. Case vignettes demonstrate some of the roles and responsibilities for professionals to consider in conducting IFSP meetings.

WEBSITE: www.dds.ca.gov

Vincent, Lisbeth, et al.

Families and Professionals: Partners in the Individualized Family Service Plan Process (IFSP)

PUBLISHER: Sacramento, CA: Interagency Alliance for Children/Resource Development and Demonstration Project, 1994, 183 pp.; brochures

GENERAL NOTE: Gives training materials for families of infants and toddlers with special needs and agency staff who support them, to help families and professionals understand the law and gain skills to work together to develop the best service plan for children and their families.

Elsayed, Sharon Smith

Family and the IFSP Process: Training in Family Centered Approaches

PUBLISHER: Baltimore, MD: Project Copernicus-Kennedy Krieger Community Resources, 1993, video: 90 min.; guide: 70 pp.

GENERAL NOTE: Discusses key aspects of developing and implementing individualized family service plans, models family centered approaches and uses family vignettes to illustrate specific techniques and provides opportunities for viewers to discuss and re-enact specific situations.

WEBSITE: www.resourcenetworkatkki.org

McGonigel, M.

A Family-Centered Process for the Individualized Family Service Plan

PUBLISHER: Reston, VA: Journal of Early Intervention, 1991, 15(1), 11 pp.

GENERAL NOTE: Describes requirements for developing the IFSP under Part H., and reviews components of the IFSP document and process considerations. Highlights state and local level strategies for successfully implementing family-centered IFSP processes.

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

Brotherson, M.J.

Family Focused Individualized Family Service Plan (IFSP) Project: IFSP Training Guide

PUBLISHER: Lexington, KY: University of Kentucky, 1989, 150+ pp.

GENERAL NOTE: Kentucky state training guide provides professionals and families with information on the purpose and procedures for developing IFSPs and case management in family focused programs.

WEBSITE: www.uky.edu

Summers, Jean Ann

A Family-Friendly IFSP Process: Model Outline

PUBLISHER: Lawrence, KS: University of Kansas, 1989, 5 pp.

GENERAL NOTE: Provides draft model for a proposed set of procedures for developing IFSPs for families involved in early intervention programs, focusing on identifying family strengths and needs and the differences early intervention makes in the lives of families.

WEBSITE: www.ku.edu

Cripe, Juliann J.; Graffeo, Juli

A Family's Guide to the Individualized Family Service Plan

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, booklet: 27 pp.; video: 17 min.

GENERAL NOTE: Developed to assist families navigate the IFSP process. Outlines roles of professionals, describes what happens during an IFSP meeting, discusses legislation relevant to the IFSP, and explains how a child's services, resources, and desired outcomes are documented.

WEBSITE: www.brookespublishing.com

Chambers, Cynthia R.; Childre, Amy L.

Fostering Family-Professional Collaboration Through Person-Centered IEP Meetings: The "True Directions" Model

PUBLISHER: Missoula, MT: Young Exceptional Children, 2005, 8(3), 9 pp.

GENERAL NOTE: Focuses on enhancing the IEP development process through the use of person-centered planning to promote family-professional partnerships.

WEBSITE: www.dec-sped.org/journals.html#Vol83

Project CAPABLE

Getting Services for My Baby and Me

PUBLISHER: Cincinnati, OH: Cincinnati Center for Developmental Disabilities, 1991, video: 16 min.

GENERAL NOTE: Discusses format of IFSP, presents examples to engage parents in discussion to increase understanding of most effective ways of communicating with professionals.

WEBSITE: www.cincinnatichildrens.org/svc/alpha/d/disabilities/default.htm

Johnson, Beverly H.; McGonigel, Mary J.; Kaufmann, Roxane K.

Guidelines and Recommended Practices for the Individualized Family Service Plan

PUBLISHER: Washington, DC: National Early Childhood Technical Assistance System (NEC*TAS)/Association for the Care of Children's Health (ACCH), 1989, 69 pp.

GENERAL NOTE: Gives recommended practices in the areas of philosophy and conceptual framework, building positive relationships between professionals and families, and identification.

WEBSITE: www.nectac.org, www.eparent.com/resources/associations/childreshealthassoc.htm

McGonigel, Mary J.; Kaufmann, Roxane K.; Johnson, Beverley H.

Guidelines and Recommended Practices for the Individualized Family Service Plan

PUBLISHER: Bethesda, MD: Association for the Care of Children's Health, 1991, 211 pp.

GENERAL NOTE: Discusses the IFSP process and sequence, building positive relationships between professionals and families, assessment of strengths and needs, family concerns, developing and implementing the IFSP regulations and future directions. Includes resources and examples of IFSP approaches being developed across the country.

WEBSITE: www.eparent.com/resources/associations/childreshealthassoc.htm

Turbiville, Vicki; Lee, Ilene; Turnbull, Ann; Murphy, Douglas

Handbook for the Development of a Family-Friendly Individualized Family Service Plan (IFSP)

PUBLISHER: Lawrence, KS: Beach Center on Families and Disability, 1992, 53 pp.

GENERAL NOTE: Discusses early intervention, definition and characteristics of the IFSP, federal requirements, family strengths, family-centered approach to child evaluations, and transition.

WEBSITE: www.beachcenter.org

Turbiville, Vicki

Handbook for the Individualized Family Services Plan (IFSP)

PUBLISHER: Lawrence, KS: University of Kansas, 1992, 46 pp.

GENERAL NOTE: Helps with the development of the IFSP for parents and professionals. Includes materials to enhance the process and the Beach Center model for the IFSP.

WEBSITE: www.ku.edu

Kearns, Jan; Broms, Ellen; Swanson, Janine

Handbook on Developing Individualized Family Service Plans and Individualized Education Programs in Early Childhood Special Education

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 2001, 104 pp.

GENERAL NOTE: Provides information needed by the local education agency or regional center for the written records of services required to meet a child's early intervention or educational needs. Contains guidelines for working together with the child's family, and state and federal regulations governing the content and process for developing IFSPs and IEPs.

WEBSITE: www.cde.ca.gov/sp/se

Child Development Resources

How Can We Help?

PUBLISHER: Lightfoot, VA: Child Development Resources, 1988, 3 pp.

GENERAL NOTE: Gives a 2-part instrument including open ended questions and a checklist for parents to identify their concerns and priorities for early intervention services. Adapted from the Project Dakota model.

WEBSITE: www.cdr.org

Arena, John

How to Write an I.E.P.

PUBLISHER: Novato, CA: Academic Therapy Publications, 1999, 128 pp.
GENERAL NOTE: With focus on both the intent and spirit of the law, gives guide to requirements of an IEP and its relationship to the many other facets of the child's total educational program.
WEBSITE: www.academitherapy.com

Hanft, B.

Identification of Family Resources, Concerns and Priorities within the IFSP Process

PUBLISHER: Baltimore, MD: Governor's Office for Children, Youth and Families, 1991, 53 pp.
GENERAL NOTE: Clarifies meaning of family-directed assessment within the IFSP process.
WEBSITE: www.ocyf.state.md.us

Drug-Exposed Infants Project

IEP and IFSP: Process Compared

PUBLISHER: New York, NY: Leake and Watts Services, Inc., video: 20 min.
GENERAL NOTE: Demonstrates difference between IEP and IFSP process in areas such as meeting style, parent involvement as a member of intervention team, and professional collaboration.
WEBSITE: www.leakeandwatts.org

School, Beverly A.; Cooper, Arlene

The IEP Primer and the Individualized Program: Preschool Through Postsecondary Transition

PUBLISHER: Novato, CA: Academic Therapy Publications, 1999, 175 pp.
GENERAL NOTE: Addresses practical issues of IEP procedures for all special needs students, step-by-step through the assessment process, the IEP meetings, writing the finished product and implementing the IEP, including link with daily lessons plans. Gives specific guidelines for developing IEPs for special needs preschool children.
WEBSITE: www.academitherapy.com

Oetter, P.

IFSP Criterion Checklist

PUBLISHER: Albuquerque, NM: University of New Mexico, 1989, 3 pp.
GENERAL NOTE: Individualized Family Service Plan (IFSP) model from the University of New Mexico includes federal requirements, required criteria, guidelines and a model for developing IFSP forms.
WEBSITE: www.unm.edu

CA Individualized Family Service Plan Study Project; Lynch, Eleanor W.; Mendoza, Jeanne; English, Kris

Implementing Individualized Family Service Plans in California: A Final Report

PUBLISHER: San Diego, CA: San Diego State University, Dept. of Special Education, 1990, 124 pp.
GENERAL NOTE: Gives project review of existing programs and services within the state and descriptions of three specific approaches.
WEBSITE: <http://edweb.sdsu.edu/SPED/SPED.html>

Infant Services Committee

The Individual Family Service Plan: "A Family Centered Process"

PUBLISHER: Modesto, CA: Stanislaus County Dept. of Education, Early Start Program, 1994, 75+ pp.
GENERAL NOTE: Collection of information and materials on early intervention, working with families, interagency collaboration, service coordination, IFSPs and transition planning.
WEBSITE: www.stan-co.k12.ca.us

Campbell, P.

The Individual Family Service Plan: A Guide for Families and Early Intervention Professionals

PUBLISHER: Tallmadge, OH: Family Child Learning Center, 1990, 53 pp.
GENERAL NOTE: Training module developed for families by parents of Building Family Strengths in an Ohio. Covers legal requirements for the IFSP, family service planning processes, an explanation of the IFSP and forms for measuring progress.
WEBSITE: <http://familychild.org>

Early Start of Lake and Mendocino Counties

Individual Family Service Plan for Children, Youth and Their Families

PUBLISHER: Ukiah, CA: Early Start of Lake and Mendocino Counties, 1995, 12 pp.
GENERAL NOTE: Copies of IFSP forms focus of strengths, development, family priorities, needed services, outcomes and goals, transitions, team approval and interagency release. LICA/FRC Products.

Individualized Family Service Plan

PUBLISHER: 1998, 9 pp.
GENERAL NOTE: Gives sample IFSP form, including family information, all about me, present abilities and strengths, intervention plan, addendum record for early intervention services, and team membership and ongoing service coordination.

McGonigel, M.

The Individualized Family Service Plan and Early Intervention Team: Team and Family Issues and Recommended Practices

PUBLISHER: Hagerstown, MD: Infants and Young Children, 1988, 1(1), 12 pp.
GENERAL NOTE: Gives models for team interactions and family-centered service delivery.
WEBSITE: www.iycjournal.com

Individualized Family Service Plan - Forms

GENERAL NOTE: IFSP forms from different states and a variety of early intervention programs.

CT Birth to Three

Individualized Family Service Plan forms

PUBLISHER: Hartford, CT: CT Birth to Three, 1999, 11 pp.
GENERAL NOTE: Gives official form for the Connecticut IFSP process.
WEBSITE: www.birth23.org

Kaminsky-Ogawa, Christia; Cook, Judy; Lim, Mai Lee

Individualized Family Service Plan (IFSP): Procedure Manual

PUBLISHER: San Bernardino, CA: Local Interagency Coordination Area (LICA) #24, Riverside and San Bernardino Counties, 1993, 121 pp.
GENERAL NOTE: Discusses Part H of the IDEA, Child Find and Referral, service coordination, assessment and evaluation, family assessment, the initial IFSP, periodic and annual IFSPs, transition, procedural safeguards, and early intervention services. Includes sample IFSP forms, family assessment forms, transition forms, and a comparison of IEP/IPP/IFSP.
WEBSITE: www.esfrn.org

Cook, Ruth E.; Montgomery, Deborah; Montgomery, Alesia; Chambers, Jay G.; Parrish, Thomas B.

Individualized Family Service Plan Process Analysis: Santa Clara County, CA

PUBLISHER: Palo Alto, CA: American Institutes for Research, 1992, 92 pp.

GENERAL NOTE: Gives results of study to facilitate interagency collaborative problem solving efforts to identify the specific methods and participants for IFSP processes appropriate to Santa Clara county.

WEBSITE: www.air.org

California Early Intervention Technical Assistance Network

Individualized Family Service Plan Process: Service Coordinator's Handbook: Section X of Early Start Service Coordinator's Handbook

PUBLISHER: Sacramento, CA: WestEd Center for Prevention and Early Intervention (CPEI), 2000, 84 pp.

GENERAL NOTE: Addresses service coordination functions, activities, compliance issues, implementation ideas, legal citations, procedural safeguards, checklist, and references, for service coordinators, regional centers, and LEAs.

WEBSITE: www.wested.org/cpei

Representatives of Infant Services in Alameda Co. (RISA)

The Individualized Family Service Plan: RISA Training: June 3, 1994

PUBLISHER: Oakland, CA: Representatives of Infant Services in Alameda Co. (RISA), 1994, 10+ pp.

GENERAL NOTE: Packet of training materials from locally sponsored workshops on IFSPs, includes training outline, IFSP requirements, parent rights and responsibilities in early intervention and sample interagency form. A Local Interagency Coordination Area (LICA) product.

Gowen, J. W.; Johnson-Martin, Nancy

Infant Assessment and the Individualized Family Service Plan

PUBLISHER: San Francisco, CA: Council for Exceptional Children, 1989, 32 pp.

GENERAL NOTE: Discusses role that parents play in developing the IFSP based on assessment results.

WEBSITE: www.ccc.sped.org

Hunt, Mimi, et al.

Into Our Lives

PUBLISHER: Tallmadge, OH: Family Child Learning Center, 1991, 44 pp.

GENERAL NOTE: Helps familiarize families raising children with developmental disabilities with the Individualized Family Service Plan (IFSP). Gives skill-building techniques, strategies, and information about the law and the IFSP process in preparation for full participation in the formulation of the plan.

WEBSITE: <http://familychild.org>

Gallagher, James; Desimone, Laura

Lessons Learned from Implementation of the IEP: Applications to the IFSP

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1995, 15(3), 25 pp.

GENERAL NOTE: Reviews literature on various experiences with IEP and IFSP to improve procedures for developing and implementing IFSPs. Process may indicate problem in transformation to new pattern of service delivery.

WEBSITE: www.proedinc.com/tec.html

Elsayed, Sharon Smith; Edelman, Larry; McGonigel, Mary; Von Rembow, Deborah

Maryland's IFSP Process: A Facilitator's Guide for Training

PUBLISHER: Baltimore, MD: Kennedy Krieger Institute, Project Copernicus, 1993, 123 pp.

GENERAL NOTE: Designed as training to help service providers prepare to participate in the Individualized Family Service Plan process using a family-centered approach. Developed in collaboration with Maryland Infants and Toddlers Program, gives guidelines for conducting a training program on facilitating the IFSP process in Maryland's Early Intervention Program.

WEBSITE: www.resourcenetworkatki.org

CA Dept. of Developmental Services

More Than a Meeting: A Pocket Guide to the Person-Centered Individual Program Plan

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1994, 42 pp.

GENERAL NOTE: Discusses requirements set by the Lanterman Act regarding the Individual Program Plan and person-centered planning.

WEBSITE: www.dds.ca.gov

Olson, J.

Planning Family Goals: A Systems Approach to the IFSP

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1992, 147 pp.

GENERAL NOTE: Presents theory, processes and examples of the IFSP in action, including chapters on family assessment, service coordination, and family concerns checklists.

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

Notari-Syverson, A.; Shuster, S.

Putting Real-Life Skills into IEP/IFSPs for Infants and Young Children

PUBLISHER: Arlington, VA: Teaching Exceptional Children, 1995, 27(2), 4 pp.

GENERAL NOTE: Gives guidelines for developing educational goals and objectives to help early interventionists plan a more practical/functional education program.

WEBSITE: <http://journals.sped.org>

Bruder, Mary Beth, et al.

The Steps to Creating a Better IFSP: Excerpt

PUBLISHER: Farmington, CT: Community Inclusion Project, Division of Child and Family Studies, Dept. of Pediatrics, Univ. of CT Health Center, 21 pp.

GENERAL NOTE: Excerpt of document introduces the IFSP, discusses development, team process, functional outcomes, and evaluating the IFSP.

WEBSITE: <http://pediatrics.uchc.edu>

Olson, J.

Systems Approach to Assessing and Selecting Family Goals for the Individualized Family Service Plan

PUBLISHER: Moscow, ID: University of Idaho, 88 pp.

GENERAL NOTE: Gives information for developing family intake and assessment processes and IFSPs. Includes Parent Handbook and sample forms.

WEBSITE: www.uihome.uidaho.edu/uihome

Frederick, L.

Taking Charge: Family Centered Case Management

PUBLISHER: Littleton, CO: Mile High Down Syndrome Association Inc., 1990, video: 30 min.

GENERAL NOTE: Gives overview of a Colorado training project to identify new ways of providing case management services and developing Individualized Family Service Plans (IFSP). Describes training process and includes insights from parents and professionals.

WEBSITE: www.mhdsa.org

Western Regional Resource Center

Topical Update on the Individualized Family Service Plan and Family-Centered Case Management

PUBLISHER: Eugene, OR: Western Regional Resource Center, 1991, 100+ pp.

GENERAL NOTE: Compilation of articles on the individualized family service plan (IFSP) and family centered case management. Includes articles, legislative information, sample IFSP forms and a bibliography.

WEBSITE: <http://wrrc.uoregon.edu>

Olson, Pamela Phillips; Hains, Ann Higgins; Robbins, Sue, ed.

Toward Parent and Professional Partnership: Guidelines for Wisconsin's Individualized Family Service Plan Birth to 3

PUBLISHER: Madison, WI: WI Dept. of Health and Social Services, 1992, 107 pp.

GENERAL NOTE: Promotes family-centered philosophy, offers best practice guidance and highlights importance of interpersonal process in the IFSP.

WEBSITE: www.dhfs.state.wi.us

Trinity Infant People

Trinity County Resource Directory For Parents of Children with Special Needs

PUBLISHER: Weaverville, CA: Trinity Infant People, 41 pp.

GENERAL NOTE: Gives resources for families of children with special health, and developmental needs with this rural community. A Local Interagency Coordination Area product.

WEBSITE: www.tfsn.org/_specialneeds.html

Cash, Judy A.

Understanding the Individual Family Service Plan: A Resource For Families

PUBLISHER: Lightfoot, VA: Child Development Resources, 1991, 40 pp.

GENERAL NOTE: Developed to help parents understand the IFSP and how to develop a plan for their child and family. Contains an index to terms, references and resources.

WEBSITE: www.cdr.org

Virginia Babies Can't Wait! Part C Early Intervention System

Virginia Babies Can't Wait! Individualized Family Service Plan (IFSP)

PUBLISHER: Richmond, VA: Virginia Dept. of Mental Health, 2000, 10 pp.

GENERAL NOTE: Provides IFSP plan sample forms including demographic information, routines, activities, family concerns, team evaluation, summary and outcomes, supports and services needed, transition planning, and an IFSP agreement and review record.

WEBSITE: www.dmhmrsas.virginia.gov/CFS-default.htm

SERVICE DELIVERY SYSTEM / PROCESS:

Transition

[4620]

Bridging Early Services Transition Project

Bridging Early Services: Building Effective Transitions for Young Children and Their Families

PUBLISHER: McPherson, KS: Associated Colleges of Central Kansas, 1991, 74 pp.

GENERAL NOTE: Compilation of training materials, workshop outlines, key points, parent education and staff development activities, sample interagency agreements, planning forms, reporting suggestions and child-oriented transition skills for parents, professionals and agencies. Includes project newsletter and outreach brochure.

WEBSITE: www.acck.edu

Rosenkoetter, S.

Bridging Early Services for Children with Special Needs and their Families: A Practical Guide for Transition Planning

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1994, 336 pp.

GENERAL NOTE: Guide to minimize the stress and increase the promise of early childhood transition. Includes concepts of developmental and instructional continuity and ways for parents and professionals to collaborate to improve early childhood transitions.

WEBSITE: www.brookespublishing.com

Associated Colleges of Central Kansas

Bridging Early Services Transition Project Transition Planning: A Critical Component of Comprehensive State and Local Intervention Systems

PUBLISHER: McPherson, KS: Associated Colleges of Central Kansas, 1995, 21 pp.

GENERAL NOTE: Contains training, interagency transition documents, teacher planning forms, family involvement checklist and articles on current issues in transition.

WEBSITE: www.acck.edu

Maxwell, Kelly

Children's Transition to Kindergarten

PUBLISHER: Washington, DC: Young Children, 1994, 7 pp.

GENERAL NOTE: Reviews the literature and discusses key factors that affect a child's adjustment to school from home or preschool settings. Includes information on social skills, play behaviors, peer group interaction, communication abilities, parental attitudes, classroom and curriculum characteristics.

WEBSITE: www.journal.naeyc.org

Elementary Teaching and Learning Division;

Continuity for Young Children: Positive Transitions to Elementary School

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1997, 44 pp.

GENERAL NOTE: Gives research findings of key components, barriers, suggestions and guidelines for successful transitions from early childhood programs to kindergarten.

WEBSITE: www.cde.ca.gov

Gallaher, Jill, ed.; Maddox, M., ed.

Early Childhood Interagency Transition Model

PUBLISHER: Bellevue, WA: Edmark Corporation, 1984, 126 pp.

GENERAL NOTE: Presents model to help ensure planned transition for young handicapped children who are moving from one primary service provider to another.

WEBSITE: www.edmark.com

Little, Loyd, ed.

Early Developments: Kindergarten Transition

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center, 1999, 3(1), 16 pp.

GENERAL NOTE: Issue of Early Developments looks at study on transition experiences of children with fragile X syndrome; problems in transitioning to kindergarten; and kindergarten teachers' perceptions of transition practices.

WEBSITE: www.fpg.unc.edu

Ferguson, Chris; Wood, Lacy

Easing the Transition from PreK to Kindergarten: What Schools and Families Can Do to Address Child Readiness

PUBLISHER: Austin, TX: Southwest Educational Development Laboratory, 2005, 8 pp.

GENERAL NOTE: Discusses the importance of school-family connections in ensuring a successful transition from PreK to Kindergarten. The educational foundation set early in life determines the tone and pace for the long-term educational experience and academic success.

WEBSITE: www.sedl.org/connections

Kraft-Sayre, Marcia; Pianta, Robert C.

Enhancing the Transition to Kindergarten: Linking Children, Families, and Schools

PUBLISHER: Charlottesville, VA: National Center for Early Development and Learning, Kindergarten Transition Project, Univ. of VA, 2000, 31 pp.

GENERAL NOTE: Describes collaborative effort focusing on forming a network of social connections that support children and families during the transition to school, including interactions between children and teachers, children and peers, parents and teachers, as well as preschool teachers and kindergarten teachers.

WEBSITE: www.fpg.unc.edu/ncedl

Donegan, Mary, et al.

Entering a New Preschool: How Service Providers and Families Can Ease the Transitions of Children Turning Three Who Have Special Needs

PUBLISHER: Urbana, IL: Univ. of Illinois, 1999, 14 pp.

GENERAL NOTE: Discusses issues that children and families may experience during the transition period, and presents ideas to help minimize adjustment problems for young children with special needs entering preschool.

WEBSITE: www.uic.edu/index.html

Rosenkoetter, Sharon E., et al.

The Evolution of Transition Policy for Young Children with Special Needs and Their Families: Past, Present, and Future

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 2001, 21(1), 13 pp.

GENERAL NOTE: Describes types of early childhood transitions that have received policy development and the types that remain unguided by federal or state policy, and challenges to effective transitions in early childhood. Examines characteristics of guidelines that may make a positive difference for young children and families in transition.

WEBSITE: www.proedinc.com/tec.html

Noonan, M.

Final Report 1986-1989: Transition Preschool Preparation and Transition Project

PUBLISHER: Manoa, HI: University of Hawaii, 1989, 33 pp.

GENERAL NOTE: Gives summary of transition project.

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

Elkind, David

The First Grade Challenge: Transition Stress

PUBLISHER: Redmond, WA: Child Care Information Exchange, 2003, 3 pp.

GENERAL NOTE: Gives strategies to help prepare children for the transition from an early childhood center or a kindergarten setting, to a first grade classroom. Strategies can be used for younger children transitioning from home to preschool or from child care to preschool.

WEBSITE: www.ccie.com

National Center for Clinical Infant Programs

Four Critical Junctures: Support for Parents of Children with Special Needs

PUBLISHER: Washington, DC: National Center for Clinical Infant Programs, 4 pp.

GENERAL NOTE: Discusses and recommends strategies and approaches for supporting families through critical times including initial diagnosis, hospital discharge, entry into the early intervention service network and transition to preschool programs.

WEBSITE: www.medicalhomeinfo.org

Interagency Council for Early Intervention of Riverside County

Guía de Transición Preescolar (Preschool Transition Guidebook)

PUBLISHER: San Bernardino, CA: Interagency Council for Early Intervention of Riverside County, 1992, video: 8 min.; book: 25 pp.

GENERAL NOTE: In Spanish, tells parents what to look for and how to prepare for the transition from infant/early intervention services to preschool programs.

WEBSITE: www.esfrn.org

Ong, Faye, ed.

Handbook on Transition From Early Childhood Special Education Programs

PUBLISHER: Sacramento, CA: CA Dept. of Education, 2005, 71 pp.

GENERAL NOTE: Provides specific information and resources to help families, early intervention professionals, and school district personnel to navigate the move from services for infants and toddlers to special education services and programs for pre-school-aged children in a seamless and efficient manner.

WEBSITE: www.cde.ca.gov

Fink, Dale B.; Borgia, Eileen

Interagency Agreements: Improving the Transition Process for Young Children with Special Needs and Their Families

PUBLISHER: Urbana, IL: Univ. of Illinois, 1999, 20 pp.

GENERAL NOTE: Focuses on the role of interagency agreements in facilitating the transition of young children and their families from early intervention services to preschool services as children turn three years of age.

WEBSITE: www.uic.edu/index.html

Winget, Patricia, et al.

Making the Most of Your Child's Education: The Family's Role in the IFSP/IEP Process

PUBLISHER: Sacramento, CA: Resources in Special Education, 1995, 4 pp.

GENERAL NOTE: Gives overview of special education, the individualized family service plan (IFSP), the individualized education program (IEP), suggestions for effective participation, and resources for parents and families.

WEBSITE: www.sonoma.edu/cihs

Hanline, Mary Frances

Making the Transition to Preschool: A Parent Manual

PUBLISHER: San Francisco, CA: San Francisco Unified School Dist., Dept. of Special Education, 1987, 50 pp.

GENERAL NOTE: Provides family-oriented information on the terms and steps frequently encountered in the early intervention transition process. Based on the process used in the San Francisco Unified School District, includes general information on special education, referral, assessment, IEP and placement procedures.

WEBSITE: http://portal.sfusd.edu/template/default.cfm?page=chief_academic.special_ed

San Luis Obispo County Local Interagency Planning Council

Moving Along: A Preschool Transition Planning Handbook for Parents and Professionals

PUBLISHER: San Luis Obispo, CA: San Luis Obispo County Superintendent of Schools, 1991, 30+ pp.

GENERAL NOTE: Provides families and professionals with guidelines for working together in the transition of services from infant to preschool programs and includes: an explanation of the assessment process, eligibility criteria, service options, and related timetables and forms. A Local Interagency Planning/Coordinating Area (LPA/LICA) product.

WEBSITE: www.slococ.org

Brault, Linda

Moving on at Age 3: Transition from Infant to Preschool Programs and Services at Age Three

PUBLISHER: San Diego, CA: Hope Infant Family Support Program, San Diego County Office of Education, 1995, 18 pp.

GENERAL NOTE: Offers family guides, legal information and special ideas for making a smooth transition from early intervention to preschool services.

WEBSITE: www.sdcoe.net/student/hope

Harbor Regional Center

Moving On At Age Three: A Transition Guide for Families

PUBLISHER: Torrance, CA: Harbor Developmental Disabilities Foundation Inc., 16 pp.

GENERAL NOTE: Discusses the transition process, strategies, rights and responsibilities, the IEP process, preschool program options, and resources, including a listing of special education terms.

WEBSITE: www.harborrr.org

Orange County Department of Education/Regional Center of Orange County

Moving On At Three... Transition: A Handbook for Parents

PUBLISHER: Santa Ana, CA: Orange County Department of Education/Regional Center of Orange County, 32 pp.

GENERAL NOTE: Illustrated bilingual booklet describes what parents can expect and do to promote a smooth transition from early intervention services to preschool programs. Includes information on meeting preparation, service options and program evaluation. English and Spanish in one booklet.

WEBSITE: www.rcocdd.com

Anderson, T., et al.

Moving On...: Special Education Transitions, A Handbook for Families and Professionals

PUBLISHER: San Jose, CA: Santa Clara County Office of Education, 1989, 59 pp.

GENERAL NOTE: Designed to help parents and staff plan for transitioning from early education to preschool. Discusses IEP and parents' rights, includes glossary and resource listing.

WEBSITE: www.sccoe.k12.ca.us

Los Angeles Countywide Interagency Coordinating Council

Moving Through the Service Delivery System: Transition Task Force Recommendations for Families with Children Who Have Special Needs

PUBLISHER: Alhambra, CA: Los Angeles Countywide Interagency Coordinating Council, 1993, 98 pp.

GENERAL NOTE: Summarizes the process used in LA county to recommend specific steps and strategies to promote smooth transitions between services and phases in early intervention. Sample forms are included.

WEBSITE: www.elarc.org

Noonan, M.

Parent Needs Assessment: Preschool Preparation and Transition Project

PUBLISHER: Honolulu, HI: University of Hawaii, 1988, 18 pp.

GENERAL NOTE: Gives guide to identify a parent's needs for support and information in the transition process. Offers a means of introducing future planning to parents in a gradual way, responding to the individual needs of parents.

WEBSITE: www.hawaii.edu

Fowler, S.

Perspectives on the Transition from Preschool to Kindergarten for Children with Disabilities and Their Families

PUBLISHER: Reston, VA: Exceptional Children, 1991, 9 pp.

GENERAL NOTE: Examines the transition process of young children from preschool special education to other placements.

WEBSITE: <http://journals.sped.org>

Hale, Denise; Brown, Glyn

Planning for Terrific Transitions: A Guide for Transition-to-School Teams

PUBLISHER: Tallahassee, FL: SERVE Regional Educational Laboratory, 2004, trainer's guide: 119 pp.; participant's guide: 90 pp.; CD: 1

GENERAL NOTE: Helps learners improve their transition processes through more effective planning, implementation, and evaluation.

Discusses forming a comprehensive transition team; initiating a needs assessment process, how to conduct a focus group, initiating a transition plan, explaining roles in transition implementation, and planning for the evaluation of transition goals and strategies. Includes a CD of transparencies and handouts in addition to printed materials.

WEBSITE: www.serve.org

Chandler, Lynette K.; Fowler, Susan A.

Planning Your Child's Transition to Preschool: A Step-by-Step Guide for Families

PUBLISHER: Champaign, IL: University of Illinois, FACTS/LRE, 1999, 24 pp.

GENERAL NOTE: Designed to assist families in preparing for the transition from early intervention services to preschool or other educational services at age three. Provides information about the transition process, federal and state laws that apply to transition, and options for services and program placements. Also provides strategies that will help families prepare for transition and participate in the transition process.

WEBSITE: www.uic.edu/index.html

Interagency Council for Early Intervention

Preschool Transition Guidebook: English

PUBLISHER: Riverside, CA: Interagency Council for Early Intervention, 1992, video: 8 min.; booklet: 25 pp.

GENERAL NOTE: Designed for parents, gives guidelines on what to look for and how to prepare for the transition from infant/early intervention services to preschool programs. Video is titled "Transition to Preschool."

WEBSITE: www.esfrn.org

Byrd, R., ed.

Project STEPS (Sequenced Transition to Education in the Public Schools): Helpful Entry Level Skills and Instructional Strategies

PUBLISHER: Lexington, KY: Child Development Centers of the Bluegrass, Inc., 1987, 86 pp.

GENERAL NOTE: Gives practical ideas for increasing the level of independence in young children as they transition from preschool to public school.

WEBSITE: www.cdcbg.org

Connecticut Birth to Three System

Questions for Staff of Connecticut Birth to Three Programs Regarding the Individualization of Family Service Plans

PUBLISHER: Hartford, CT: Connecticut Birth to Three System, 1998, 5 pp.

GENERAL NOTE: Gives check-off listing of procedure steps in the IFSP process for staff of Birth to Three programs, and questions for program administrators to help the program consider how supports are offered to families in their natural environments.

WEBSITE: www.birth23.org

Saluja, Gitanjali; Scott-Little, Catherine

Readiness for School: A Survey of State Policies and Definitions

PUBLISHER: Champaign, IL: Early Childhood Research and Practice, 2000, 2(2), 19 pp.

GENERAL NOTE: Provides data on what states are doing with regard to defining and assessing the condition of children as they enter school, often referred to as readiness for school.

WEBSITE: <http://ecrp.uiuc.edu>

Child Development Centers of the Bluegrass, Inc.

STEPS: Sequenced Transition to Education in the Public Schools

PUBLISHER: Lexington, KY: Child Development Centers of the Bluegrass, Inc., 1987, 66 pp.

GENERAL NOTE: Guidebook for building a state-wide, interagency training and technical assistance network for the transition of young children with disabilities from early intervention services to school programs.

WEBSITE: www.cdcbg.org

Maryland State Dept. of Education

Transition At Age Three

PUBLISHER: Baltimore, MD: Maryland State Dept. of Education, 1992, folder

GENERAL NOTE: Collection of materials focuses on transition at age three: guidelines for implementing policies and procedures, getting ready for pre-school, the assessment process, the transition IEP meeting, special education terms used during an IEP meeting, parent checklist for transition IEP meeting, transition satisfaction scale for parents, steps to pre-school-transition timeline, looking at preschool services, families rights and the law, and visiting preschool programs.

WEBSITE: www.marylandpublicschools.org/msde

National Center for Early Development and Learning

Transition Booklet

PUBLISHER: Chapel Hill, NC: National Center for Early Development and Learning, 2001, 44 pp.

GENERAL NOTE: Provides information on transition process with time line of expected events for children, age two to three, and their families in the early intervention system, questions to ask when evaluating preschool programs, tips in preparing a child for transition into a preschool program, and concerns about transportation. Includes information on special education identification, referral, evaluation, placement options, and a section on Individual Education Program (IEP) development.

WEBSITE: www.fpg.unc.edu/ncedl

East Los Angeles Interagency Coordinating Council

Transition Checklist

PUBLISHER: Alhambra, CA: East Los Angeles Interagency Coordinating Council, 12 pp.

GENERAL NOTE: Parent booklet to help prepare for the transition of children from early intervention to preschool programs. Available in English, Spanish and Chinese.

WEBSITE: www.elarc.org

Hamblin-Wilson, C.; Thurman, S. K.

The Transition from Early Intervention to Kindergarten: Parental Satisfaction and Involvement

PUBLISHER: Reston, VA: Journal of Early Intervention, 1990, 14(1), 7 pp.

GENERAL NOTE: Gives questionnaire summary of parents whose children transitioned from early intervention programs into special education kindergartens.

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

Brekken, Linda; Knowlton, Andrea

Transition: Issues and Resources

PUBLISHER: Sacramento, CA: CEITAN/CA State University, Sacramento, 1991, 140 pp.

GENERAL NOTE: Explains transition as a process, from hospital to home, from early intervention to preschool services, giving information on preschool services and interagency transition process.

WEBSITE: www.wested.org/cpei

Noonan, M.

Transition Notebook: Preschool Preparation and Transition Project

PUBLISHER: Honolulu, HI: University of Hawaii, 1987, 100+ pp.

GENERAL NOTE: Binder for parents of children with special needs with sections for organizing medical records, infant program records, pre-school contacts, resources and references.

WEBSITE: www.hawaii.edu

Napa County Transition Task Force

Transition Parent Materials

PUBLISHER: Napa, CA: Napa County Transition Task Force, 48 pp.

GENERAL NOTE: Parent packet of articles, information and checklists to assist families of children with special needs in the transition from infant to preschool programs and services. A local interagency coordination area (LICA) product.

CA Early Intervention Technical Assistance Network (CEITAN)

**Transition Resources: Sample Forms -
Transition Leadership Seminar**

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1991, 52 pp.

GENERAL NOTE: Includes handouts and forms from Transition Leadership seminar covering interagency issues, parent perspective, transition issues and strategies, and local plan agency planning.

WEBSITE: www.wested.org/cpei

Lazzari, A.

**The Transition Sourcebook: A Practical Guide
for Early Intervention Programs**

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1991, 111 pp.

GENERAL NOTE: Gives guidelines for effecting positive transition for young children and their families.

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

Pianta, Robert C., ed.; Cox, Martha J., ed.

The Transition to Kindergarten

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, 416 pp.

GENERAL NOTE: Explores research on early schooling, educational beliefs, policies, and practices relating to the first years of school. Discusses assessment, retention, classroom structure, children with disabilities, cultural diversity, personnel preparation, and family-school-community partnerships.

WEBSITE: www.brookespublishing.com

RMC Research Corporation

**Transition to Kindergarten in American Schools:
Final Report of the National Transition Study**

PUBLISHER: Portsmouth, NH: RMC Research Corporation, 1992, 403 pp.

GENERAL NOTE: Describes transition activities provided by schools to enhance the continuity experienced by children as they make the transition to kindergarten.

WEBSITE: www.rmcresearchcorporation.com

Goodman, Linda, et al.

**Transition to School Services:
Transición a los Servicios Escolares**

PUBLISHER: New Haven, CT: CT Birth to Three System/CT Dept. of Education, 1999, video: 14 min.

GENERAL NOTE: Discusses transitioning from the Birth to Three System to a long term relationship with education within the school district, covering evaluation, and planning an educational program. Available in Spanish and English.

WEBSITE: www.birth23.org

Stief, Elizabeth

Transitions to School

PUBLISHER: Washington, DC: National Governors' Assoc., 1994, 30 pp.

GENERAL NOTE: Provides information based on research gathered from state-by-state surveys of service providers addressing early childhood transition issues and implementation of programs. Includes model program descriptions.

WEBSITE: www.nga.org/portal/site/nga