

National Association for the Education of Young Children (NAEYC)

Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs

PUBLISHER: Washington, DC: NAEYC, 1998, 111 pp.

GENERAL NOTE: Defines policies and purposes for accreditation, and lists criteria for high-quality early childhood programs with interpretations.

WEBSITE: www.naeyc.org

Association of CA Regional Center Agencies (ARCA)

Administrative Processes

PUBLISHER: Sacramento, CA: ARCA, 1997, 36 pp.

GENERAL NOTE: Gives handouts from a conference session on administrative processes, including mediation and due process hearings, complaint procedures, and interagency dispute resolution.

WEBSITE: www.arcenet.org

Mangers, Dennis

The Administrator in the Political Process: Participant or Victim? Training Guide for Educational Administrators

PUBLISHER: San Diego, CA: San Diego County Dept. of Education, 1981, 65 pp.

GENERAL NOTE: Guide to help administrators develop skills to effectively impact people who establish public policy in education.

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

Talley, Ronda C., ed.; Burnette, Jane, ed.

Administrator's Handbook on Integrating America's Mildly Handicapped Students

PUBLISHER: Reston, VA: Council for Exceptional Children (CEC), 1982, 159 pp.

GENERAL NOTE: Describes administrative strategies selected and documented to illustrate various techniques for providing a free, appropriate public education to mildly handicapped students, including complying with Section 504.

WEBSITE: www.cec.sped.org

Burder, M.

Analysis of State Applications for Year 4: Planning for Personnel Components of Part H of IDEA

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NECTAS), 1991, 8 pp.

GENERAL NOTE: Sample analysis of personal preparation plans and activities to assist other states that are still in the process of developing the personnel portions of their applications.

WEBSITE: www.nectac.org

Gallagher, James J.; Staples, Amy

Available and Potential Resources for Personnel Preparation in Special Education: Deans Survey

PUBLISHER: Chapel Hill, NC: Carolina Institute for Child and Family Policy, 1990, 13 pp.

GENERAL NOTE: Gives results of survey of Deans of Schools of Education around the country which have a graduate program in special education, asking about personnel preparation.

WEBSITE: www.fpg.unc.edu/products

Jorde-Bloom, P.

Avoiding Burnout: Strategies for Managing Time, Space, and People in Early Childhood Education

PUBLISHER: Lake Forest, IL: New Horizons, 1989, 291 pp.

GENERAL NOTE: Explores systematically the burnout syndrome in early childhood education, including a self-assessment section, and ideas for managing time, space and people.

Los Angeles Child Guidance Clinic

Because We Care: An Early Intervention Mental Health Services Conference

PUBLISHER: Los Angeles, CA: Los Angeles Child Guidance Clinic, 2005, 345 pp.

GENERAL NOTE: Binder containing handouts from conference with key leaders in the field of early intervention mental health services presenting evidence-based research and interventions. Topics include working with overburdened families through interaction guidance; relationship building with families, reaching out, offering help and facilitating caregiver partnerships while trying to do so in a culturally-sensitive manner; early childhood trauma; infant mental health; behavioral interventions in preschool settings; assessment and screening tools and protocols; parent-child interaction therapy; home visiting in the context of family support services; addressing the needs of children in foster care; cultural competency from prenatal to preschool; evidence-based evaluation; effects of prenatal drug exposure; and advocacy.

WEBSITE: www.lachild.org

Tepper, Ron

Become a Top Consultant: How The Experts Do It

PUBLISHER: New York, NY: John Wiley and Sons, 1985, 243 pp.

GENERAL NOTE: Gives "how-to" steps on proposals, marketing, fees, accounting, and strategies and techniques for consulting.

WEBSITE: www.wiley.com/WileyCDA

Child Development Resources

Benchmarks Needs Assessment Instrument

PUBLISHER: Norge, VA: Child Development Resources, 2001, 10 pp.

GENERAL NOTE: Designed to help families, child care providers, early childhood teachers, Early Head Start providers and early intervention personnel identify needs for information, resources, or skills for serving infants and toddlers in natural inclusive settings. Divided into five practice areas: collaboration, learning strategies, settings, family-centered practice, and administration, with each area containing indicators of recommended practice to help identify needs for learning.

WEBSITE: www.cdr.org

Wise, Paula

Better Parent Conferences: A Manual for School Psychologist

PUBLISHER: Washington, DC: National Association of School Psychologists (NASP) Publications, 1986, 39 pp.

GENERAL NOTE: Provides general and specific recommendations for improvement of skills. Includes worksheets and self-evaluation.

WEBSITE: www.nasponline.org

Bloom, Paula Jorde ; Sheerer, Marilyn; Britz, Joan

Blueprint for Action: Achieving Center Based Change Through Staff Development

PUBLISHER: Mt. Rainier, MD: Gryphon House, 1991, 277 pp.

GENERAL NOTE: Designed to help directors move beyond a "quick fix" notion of staff development and center improvement by serving as a guide for program analysis and action. Details a comprehensive method for analyzing the different components of programs to increase on effectiveness.

WEBSITE: www.ghbooks.com

Rich, Nan, et al.

Broward County School Readiness Coalition Plan

PUBLISHER: Fort Lauderdale, FL: Coordinating Council of Broward, 2000, 186 pp.

GENERAL NOTE: Gives inventory of existing resources, organizational structure, program services and activities, enhancement services, administrative procedures, budget, and timeline for implementation, for approval to remain eligible for increased funding.

Guarneri, Gina, et al.; Amos, Kim J.

Building Blocks: Developing an Early Childhood Approach to Special Education Services

PUBLISHER: Sacramento, CA: Comprehensive System of Personnel Development, Personnel Development for Infant Preschool Programs, 1992, 112 pp.

GENERAL NOTE: Gives information from training for infant preschool programs, covering how young children learn, developmentally appropriate practice activities and curriculum, role of adult in interacting with young children, and using, structuring or adapting the environment for learning.

WEBSITE: www.dds.ca.gov/EarlyStart/ESTrainingTechAsst.cfm

California Early Start, Dept. of Developmental Services

California Early Start Orientation Guide

PUBLISHER: Sacramento, CA: WestEd Center for Prevention and Early Intervention (CPEI), 2005, 78 pp.

GENERAL NOTE: Produced for use by participants in the annual Early Start Family Resource Centers Training Conference, gives brief compilation of resource development and sharing. Serves as reference for questions about Early Start components and supports.

WEBSITE: www.wested.org/cpei

CA Commission on Teacher Credentialing

The California Professional Growth Manual for Child Development Permits

PUBLISHER: Sacramento, CA: CA Commission on Teacher Credentialing, 1996, 80 pp.

GENERAL NOTE: Contains English and Spanish versions of information for child development permit holders and their professional growth advisors. Gives guidelines for goals and priorities that relate to enhanced competence, performance, and effectiveness.

WEBSITE: www.ctc.ca.gov

Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools

California's Future: Highly Qualified Teachers for All Students

PUBLISHER: Sacramento, CA: CA Commission on Teacher Credentialing, 1997, 77 pp.

GENERAL NOTE: Focuses on re-examination of all teaching credential requirements in conjunction with each other and shaped by goals of improving teacher recruitment, selection and access; clear standards for new teacher preparation programs; increasing and improving professional accountability, professional collaboration and system evaluation.

WEBSITE: www.ctc.ca.gov

Mihaly, Jessica

Caring for California's Children: A Career Guide for Students, Job Seekers and their Counselors

PUBLISHER: Pasadena, CA: Pacific Oaks College, 1998, 203 pp.

GENERAL NOTE: Discusses considering a career with young children, defines child care programs, discusses educational and other requirements, Title 5 educational and experience requirements, colleges, universities, and training institutions, finding jobs in child care, compensation and workplace rights, family child care, and special populations. Appendices include professional organizations and community resources listings, web sites, financial resources, and the NAEYC Code of Ethical Conduct. Includes bibliography and references.

WEBSITE: www.pacificoaks.edu/pages/1.asp

Love, Harold D.

Characteristics of the Mildly Handicapped: Assisting Teachers, Counselors, Psychologists and Families to Prepare for Their Roles in Meeting the Needs of the Mildly Handicapped in a Changing Society

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, 1997, 210 pp.

GENERAL NOTE: Assists in the preparation of the individuals who have roles in meeting the needs of learning disabled children, including regular education teachers, counselors, psychologists, and parents and families. Discusses specific mild impairments, as well as emotional and behavioral disorders, and assessment.

WEBSITE: www.ccthomas.com

Fankhauser, Glenda

Circle Preschool: Inservice Manual, Workshop Outlines for Early Childhood Special Education

PUBLISHER: Piedmont, CA: Alpha Plus Corporation, 1977, 82 pp.

GENERAL NOTE: Includes outlines and handouts for series of workshops to assist early childhood and special education teachers to team together to include children with special needs in the regular classroom.

Stecher, Brian M.; Bohrnstedt, George W.

Class Size Reduction in California: Summary of the 1998-99 Evaluation Findings, Executive Summary

PUBLISHER: Sacramento, CA: CA Dept. of Education/CSR Research Consortium, 2000, 20 pp.

GENERAL NOTE: Shows positive and negative effects associated with the class size reduction program as implemented in California.

WEBSITE: www.cde.ca.gov, www.classize.org

Fournies, Ferdinand F.

Coaching for Improved Work Performance

PUBLISHER: New York, NY: Van Nostrand Reinhold Co., 1978, 224 pp.

GENERAL NOTE: Discusses strategies for managers to solve people management and performance problems.

Burrello, Leonard C., ed.; Orbaugh, Tim, ed.; Kladder, Fred W., ed; Berreth, Diane, ed.

Collaborative Planning Guide for Personnel Development

PUBLISHER: Bloomington, IN: National Inservice Network, 1981, 251 pp.

GENERAL NOTE: Assists state, local, and university personnel involved in the design, implementation and evaluation of staff development or other areas of school improvement.

CO Early Childhood Professional Credentialing Task Force

Colorado's Early Childhood Professional Credentialing System: A Proposed Model

PUBLISHER: Denver, CO: CO Dept. of Education/CO Dept. of Human Services, 1997, 50 pp.

GENERAL NOTE: Gives model for early childhood credentialing, proposed dimensions of a credentialing system, and perceived process stages to implement the model.

WEBSITE: www.cde.state.co.us

Catlett, Camille, ed.

A Compendium of Early Intervention Training Activities

PUBLISHER: Rockville, MD: American Speech-Language Hearing Assn. (ASHA), 1993, 416 pp.

GENERAL NOTE: Gives training programs and activities on how to establish parent-professional collaboration and family-centered services; including sections on cultural competence, information gathering, teaming and interagency collaboration.

WEBSITE: www.asha.org/default.htm

Sharpe, Carol, et al.

Competencies: For the Various Levels of the Child Development Permit

PUBLISHER: Pasadena, CA: Pacific Oaks College, 1999, 130 pp.

GENERAL NOTE: Gives blueprint for individual professional growth and guidelines for training and education programs in meeting the needs of professionals. Used to develop job descriptions and evaluation tools, analyze and modify curriculum, and in career development planning. Revised edition is modified to integrate concepts of anti-bias curriculum, diversity, and inclusion into the core knowledge base recommended for training for early childhood professionals.

WEBSITE: www.pacificoaks.edu/pages/1.asp

Fullagar, Patricia K.; Glover, M. Elayne

Competency Based Training: A Manual for Staff Serving Developmentally Disabled Children

PUBLISHER: Chapel Hill, NC: Chapel Hill Training-Outreach Project, 1977, 177 pp.

GENERAL NOTE: Two volume set provides specific, concrete, observable objectives, with specific activities using a varied approach to provide skill competency in the objective. Includes text manual and activity sheets manual.

WEBSITE: www.chtop.org

Blake, Robert R.; Mouton, Jane Srygley

Consultation

PUBLISHER: Reading, MA: Addison-Wesley Publishing, 1976, 484 pp.

GENERAL NOTE: Explores theory and practice of consultation field with emphasis on various consultation approaches to resolving problems.

WEBSITE: www.aw-bc.com

Early Head Start National Resource Center

Consumer's Guide to Professional Development Resources: 1999 Edition

PUBLISHER: Washington, DC: Zero to Three, 1999, 53 pp.

GENERAL NOTE: Designed to help Early Head Start (EHS) program administrators, supervisors and others responsible for staff development and continuous learning make informed decisions about the purchase and use of professional development resources. Discusses creating a program and professional development plan and gives an annotated bibliography of resources.

WEBSITE: www.zerotothree.org

Early Head Start National Resource Center

Consumer's Guide to Professional Development Resources: 2000 Supplement

PUBLISHER: Washington, DC: Zero to Three, 2000, 37 pp.

GENERAL NOTE: Consists of annotated reviews of professional development resources in areas of early childhood development and health services, family and community partnerships, and program design and management.

WEBSITE: www.zerotothree.org

Adams, Dennis; Hamm, Mary

Cooperative Learning: Critical Thinking and Collaboration Across the Curriculum

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

GENERAL NOTE: Designed to help teachers plan collaborative learning experiences for students. Useful for all grade levels. Focuses on group activities for reading, writing, mathematics, science, the arts, and technology. Includes chapter on inclusion of special needs students.

WEBSITE: www.ccthomas.com

Heath, Jennifer McGrady

Creating a Statewide System of Multi-Disciplinary Consultation for Early Care and Education in Connecticut

PUBLISHER: Farmington, CT: Child Health and Development Institute of Connecticut, Inc., 2005, 47 pp.

GENERAL NOTE: Examines the feasibility of creating a statewide multi-disciplinary child care consultation system. Describes the concept of child care consultation, reviews research literature related to the effectiveness of consultation in child care settings, gives overview of the current policy context related to early childhood consultation, both nationally and in Connecticut, describes several different consultation models and reports lessons learned, and recommends design and implementation considerations to advance a multi-disciplinary consultation system in Connecticut.

WEBSITE: www.chdi.org

Summers, Jean Ann; McMann, Oneta Templeton; Fuger, Kathryn L.

Critical Thinking: A Method to Guide Staff in Serving Families with Multiple Challenges

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 1997, 17(1), 26 pp.

GENERAL NOTE: Describes development of Critical Thinking training system as process for teaching people how to organize their experiences. Characteristics of families, strategies for programs.

WEBSITE: www.proedinc.com/tec.html

Striffler, Nancy

Current Trends in the Use of Paraprofessionals in Early Intervention and Preschool Services

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NEC*TAS), 1993, 28 pp.

GENERAL NOTE: Synthesizes thinking, issues and practices related to the use of paraprofessionals in providing services to children with disabilities, birth through 5, and their families.

WEBSITE: www.nectac.org

Betts, Frank

Curriculum Materials Directory: A Guide to Noncommercial Curriculum Materials

PUBLISHER: Alexandria, VA: Association for Supervision and Curriculum Development, Education and Technology Resources Center, 1994, 145 pp.

GENERAL NOTE: Presents curriculum materials displayed at annual conference representing wide geographic and topic range. Materials are housed at CA State University at Sacramento.

WEBSITE: www.ascd.org

Special Education Resource Network (SERN)

Demonstration Site Training Materials

PUBLISHER: Sacramento, CA: Special Education Resource Network (SERN), 1983, 700 pp.

GENERAL NOTE: Includes materials from a variety of early intervention programs, articles from journals, and other resources for service providers in planning effective programs and services for children with special needs and at-risk.

Western Regional Resource Center

Diced Potatoes: A Joint Idaho/Nevada Meeting

PUBLISHER: Eugene, OR, Western Regional Resource Center, 1991, 395 pp.

GENERAL NOTE: Information from conference discusses communication, teamwork, meeting and consulting skills, and networking.

WEBSITE: wrrc.uoregon.edu

Marzano, Robert J.

A Different Kind of Classroom: Teaching with Dimensions of Learning

PUBLISHER: Alexandria, VA: Association for Supervision and Curriculum Development, 1992, 203 pp.

GENERAL NOTE: Describes comprehensive K-12 instructional framework that teachers can use to improve planning instruction, designing curriculum, and assessing student performance, through learning-centered approach.

WEBSITE: www.ascd.org

Madfes, Tania J., ed.; Shulman, Judith H.

Dilemmas in Professional Development: A Case-Based Approach to Improving Practice

PUBLISHER: San Francisco, CA: WestEd, 2000, 80 pp.

GENERAL NOTE: Examines issues in teacher development using case-based work model. Describes real experiences in relationships, ideology, personalities, assumptions, and roles. Discussion examines new ways of approaching situations and reflection on what was learned.

WEBSITE: www.wested.org

Zimmerman, Leanne

Director's Guide: Staff Training Workshop

PUBLISHER: Childcare Training Systems, Inc., 1989, 2 booklets, 10 pp. each

GENERAL NOTE: Outline for staff development activities focuses on understanding and stimulating infant and toddler development. Booklets cover Infant Development: Birth to 18 Months; and Toddler Development: 18-36 Months.

National Association of School Psychologists

Directory of Bilingual School Psychologists 2000: IDEA '97

PUBLISHER: Bethesda, MD: National Association of School Psychologists, 2000, 63 pp.

GENERAL NOTE: Provides information for employing bilingual school psychologists to conduct assessments, provide counseling and consulting services to non-English speaking students and their families, as resource to meet provisions of IDEA '97. Includes 59 languages and list of resources.

WEBSITE: www.nasponline.org

Willis, Barry, et al.

Distance Education at a Glance...A Series of Guides

PUBLISHER: Moscow, ID: Univ. of Idaho, Engineering Outreach Administration, 1998, 27 pp.

GENERAL NOTE: Gives overview of distance education, discusses strategies for teaching at a distance, evaluation of distance educators, strategies for learning at a distance, and copyright and distance education.

WEBSITE: www.uihome.uidaho.edu/uihome

Battaglia, Janet

Early Education Teacher Handbook for Special Education

PUBLISHER: San Jose, CA: Santa Clara County Office of Education, 1987, 115 pp.

GENERAL NOTE: Gives manual and training materials on early intervention program and staff development including administrative practices, program structure, education policies, team development, IEP and curriculum development, integration, home programs and parent partnerships.

WEBSITE: www.sccoe.k12.ca.us

Anketell, M.

The Early Integration Training Project

PUBLISHER: Columbus, OH: Ohio St. Univ. Research Foundation, 1991, 500 pp.

GENERAL NOTE: Gives training materials to increase the integration opportunities available to young children with disabilities, birth through eight.

WEBSITE: www.osu.edu

Flynn, Linda L., ed.; Lewis, Hal C., ed.

Early Intervention Curriculum Compendium

PUBLISHER: Denver, CO: Western Region Faculty Institute for Training, 1994, 77 pp.

GENERAL NOTE: Reviews exemplary curricula for training personnel to deliver birth-three supports, services, and programs, covering best practices in early intervention with differing emphases and various perspectives.

WEBSITE: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=ED398692&ERICExtSearch_SearchType_0=eric_accno&objectId=090000b8011f0f6

Coleman, Jeanine G.

The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology

PUBLISHER: Rockville, MD: Woodbine House, 1999, 418 pp.

GENERAL NOTE: Defines medical, therapeutic, educational and psychological terms, conditions, concepts and assessments commonly associated with early intervention. Designed for parents and professionals and includes information on growth, nutrition and development.

WEBSITE: www.woodbinehouse.com

Hanson, Marci J.

Early Intervention Personnel Model and Standards: An Interdisciplinary Field-Developed Approach

PUBLISHER: Frederick, MD: Infants and Young Children, 1991, 4(1), 8 pp.

GENERAL NOTE: Gives recommendations for interdisciplinary team models and standards for early intervention personnel developed through a California model project.

WEBSITE: www.icyjournal.com

The Research Foundation of State University of New York

Early Intervention with Special Needs Children: Resources for Parents, Caregivers, and Professionals

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1991, 3 videos: Being-42 min.; It's-40 min.; If-28 min.; guide: 223 pp.

GENERAL NOTE: Gives training program for professionals and parents designed to prepare them to work in the field of early intervention. Discusses assessment, child development, support services, IEP, legal issues, and collaboration.

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

Reynolds, Virginia; Hastings, Pat

Early Start Personnel Model

PUBLISHER: Sacramento, CA: CA Interagency Coordinating Council (ICC), Quality Assurance and Personnel and Program Standards Committee, 1999, 31 pp.

GENERAL NOTE: Presents model for personnel providing early intervention services to meet the ICC recommended early intervention competencies, have access to preservice and continuing education training opportunities to gain the competencies, and to recognize a variety of methods or "multiple pathways" for attaining early intervention competencies.

WEBSITE: www.dds.ca.gov/EarlyStart/ESICCOverview.cfm

WestEd CPEI Early Start Comprehensive System of Personnel Development

Early Start Regional Center Managers Symposium

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, CA Early Start, 2005, 120 pp.

GENERAL NOTE: Gives strategies for Early Start implementation, for planning and implementing the change process within Early Start and the community, and for coaching to enhance supportive supervision. Discusses state monitoring system for Part C of the IDEA and Early Start funding.

WEBSITE: www.dds.ca.gov

Early Start Resources

Early Start Resources Display Poster A and Display Poster B

PUBLISHER: Sacramento, CA: WestEd CPEI, 2000, display poster, stand, rods, and canvas holder

GENERAL NOTE: Display for conferences, seminars, and trainings.

WEBSITE: www.wested.org/cpei

Hudler, Mary

ED/MED: Education, Medicine, Family Training Modules Instructor's Guide

PUBLISHER: Davis, CA: CA Dept. of Education, Special Education Division, 1985, 200+ pp.

GENERAL NOTE: Workshop training outline and materials for promoting collaboration between physicians, educators and families. Sections include teaming, conducting neurological exams, ADD, seizures, disorders, special education, IEPs and controversial therapies.

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

Eggbeer, Linda, ed.; Fenichel, Emily, ed.

Educating and Supporting the Infant/Family Work Force: Models, Methods and Materials

PUBLISHER: Arlington, VA: Zero to Three, 1995, 15(3), 72 pp.

GENERAL NOTE: Discusses training approaches and materials, explores process of helping trainees learn to use conceptual frameworks, Head Start's interactive training, diagnostic thinking, relationship-based learning, roles for parents, and includes curricula and video resources listing.

WEBSITE: www.zerotothree.org

Exceptional Family Resource Center; Infant-Toddler Interagency Collaboration Project (LICA 32)

Everything You've Always Wanted to Know about Teaming... But Were Afraid to Ask: Collaborative Training for Parent-Professional Teams

PUBLISHER: San Diego, CA: CA Early Intervention Technical Assistance Network (CEITAN), 1994, 180 pp.

GENERAL NOTE: Includes training materials from training session. Based on P-PACT (Parents and Professionals Advocating for Collaborative Training), San Diego State University.

WEBSITE: www.efrconline.org, www.wested.org/cpei

Rush, Dathan D.; Shelden, M'Lisa; Stanfill, Laura

Facing the Challenges: Implementing a Statewide System of Inservice Training in Early Intervention

PUBLISHER: Frederick, MD: Infants and Young Children, 1995, 7(4), 7 pp.

GENERAL NOTE: Focuses on implementation of a comprehensive, multi-disciplinary, interagency training system for early intervention personnel as part of IDEA., Part H.

WEBSITE: www.icyjournal.com

Drouin, Chris; Brekken, Linda; Eastman, Michael; Wolfe, Sheila

The File Drawer: A Resource for Consultants to Community Collaborative Groups

PUBLISHER: Sacramento, CA: Infant Preschool Special Education Resources Network, 1987, 300 pp.

GENERAL NOTE: For consultants, covers training issues, gives examples, strategies, and sample materials useful for the process of forming and implementing community collaborative groups.

Hanson, Marci J.

Final Report: California Early Intervention Personnel Model, Personnel Standards, and Personnel Preparation Plan

PUBLISHER: San Francisco, CA: San Francisco State Univ., CA Early Intervention Personnel Study Project, 1990, 274 pp.

GENERAL NOTE: Addresses CA planning needs related to early intervention services, includes standards and personnel preparation programs, recommendations for preparation and implementation of staff development programs.

WEBSITE: www.sfsu.edu

Family Resource Centers/Networks

FRC Map of California

PUBLISHER: Sacramento, CA: Family Resource Centers/Networks, 2005, Map: 1

GENERAL NOTE: Map of California showing regional breakdown to be used for trainings.

Duenas, Juno; Tafoya, Terry

FRCN 3rd Annual Conference: Opening Session, A.S.K. and Keynote, Roots and Wings

PUBLISHER: Sacramento, CA: Early Start Statewide Institute, 2001, video: 2 hrs.

GENERAL NOTE: J. Duenas covers competencies needed for Early Intervention parent-to-parent support personnel within Family Resource Centers/Networks. T. Tafoya looks at the gifts parents and children give to each other, and through the use of Native American legends, looks at importance of parenting to explore new directions in working with children and the world.

WEBSITE: www.wested.org/cpei

Meyer, Don

FRCN Third Annual Conference: Brothers and Sisters of Children with Special Needs - Unusual Concerns, Unusual Possibilities; and Fathers and Grandparents: Too Important to Ignore

PUBLISHER: Sacramento, CA: Early Start Statewide Institutes, 2001, 3 hours

GENERAL NOTE: Discusses and shares observations from families and researchers, clinicians, and siblings themselves say about growing up with siblings who have special needs. Second session discusses concerns unique to fathers and grandparents, and two models of providing support for these family members.

WEBSITE: www.wested.org/cpei

Tafoya, Terry; Meyer, Don

FRCN Third Annual Conference: Fairy Tale Families, Part 2; and Brothers and Sisters of Children with Special Needs: Unusual Concerns, Unusual Possibilities

PUBLISHER: Sacramento, CA: Early Start Statewide Institutes, 2001, 3 hours

GENERAL NOTE: T. Tafoya examines Native American concept of the Medicine Wheel, from the Sacred Child Project which focuses on moving away from a pathologically based construct of working with families, teaching metaphoric ways of understanding the inherent strengths and resources that all families have. Don Meyer discusses and shares observations from families and researchers, clinicians, and siblings themselves say about growing up with siblings who have special needs.

WEBSITE: www.wested.org/cpei

Tafoya, Terry

FRCN Third Annual Conference: Fairy Tale Families, Part One

PUBLISHER: Sacramento, CA: Early Start Statewide Institutes, 2001, video: 2 hrs.

GENERAL NOTE: Looks at fairy tales and other tales from non-European communities to see how often these stories provide a framework for understanding how families function in real life. Uses storytelling, humor, and slides, shows how best of intentions sometimes fail, how families develop a sense of community, and how families deal with both failure and success.

WEBSITE: www.wested.org/cpei

American Speech-Language-Hearing Association

Frequently Asked Questions about Speech-Language Pathology Assistants

PUBLISHER: Rockville, MD: American Speech-Language-Hearing Association, 1997, 6 pp.; flyers: 8

GENERAL NOTE: Gives information on defining, using, supervising, credentialing, and training speech-language pathology assistants. Includes flyers with information on ASHA.

WEBSITE: www.asha.org/default.htm

Child Development Policy Advisory Committee (CDPAC)

Getting It Done! Policy to Practice: Planning for Children in Our Community

PUBLISHER: Sacramento, CA: Child Development Policy Advisory Committee (CDPAC), 1999, 1 CD

GENERAL NOTE: Contains complete resource for printed materials from the 1999 CDPAC Local Child Care Planning Conference, held Feb. 16-18 in Sacramento, CA. Indexed electronically, contains links and web links, searchable contact lists, and complete audio recordings of all the general and plenary sessions. Includes installation instructions and help files.

Chang, Hedy

Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce

PUBLISHER: Oakland, CA: California Tomorrow, March 2006, 42 pp.

GENERAL NOTE: Presents research, rationale for the urgency of developing a diverse skilled workforce, definition of a high quality workforce for a diverse society, and recommendations for action at the local, state and federal policy levels. When cultural differences exist, teachers must be equipped to forge relationships across cultural lines and invite parents to help them understand what type of early care, interventions and education parents are seeking and what will truly meet their children's needs.

WEBSITE: www.californiatomorrow.org

Bataillon, Kaye

Getting Started Together: Developing an Interdisciplinary Team

PUBLISHER: Omaha, NE: Meyer Rehabilitation Institute, Univ. of Nebraska Medical Center, 1989, video: 35 min.; booklet: 29 pp.

GENERAL NOTE: Training material discusses elements to consider in building a successful team.

WEBSITE: www.unmc.edu/mmi

Ackerman, Debra J.

Getting Teachers from Here to There: Examining Issues Related to an Early Care and Education Teacher Policy

PUBLISHER: Washington, DC: Early Childhood Research Practice, 2005, 7(1), 20 pp.

GENERAL NOTE: Examines issues of the constraints facing early care and education teachers in improving their credentials and the capacity of teacher preparation programs to support the policy and in turn help create a qualified and knowledgeable workforce. Gives implications for policy makers and researchers in terms of optimizing implementation of a bachelor's degree (BA) policy and ensuring that policy-related supports are working.

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

CA Dept. of Developmental Services

A Governor's Conference: Partners in Prevention IV -- Reaching for Success

PUBLISHER: Los Angeles, CA: CA Dept. of Developmental Services, 1996, 16 audiotapes

GENERAL NOTE: Includes: Home-Based Early Intervention Programs: Forming and Maintaining the Working Alliance with Families; Perinatal Substance Abuse: Medical and Developmental Concerns; Neighborhood-Based Interventions for At-Risk Children; Off To A Good Start: Addressing Unique Needs of Infants/Toddlers Who Are Visually Impaired; Children Special Healthcare Needs: Ongoing Transition Process in Educational Setting; Injuries to Infants and Toddlers: The Big Picture; What's New in the NICU: Optimizing Developmental Environmental Support Preterm Newborn; Establishing Maintaining Parent Professional Partnerships Center Based Early Intervention Programs; Supporting Healthy Birth Outcomes: Success Strategies Working with African-American Families; Beyond the ADA: The Child Care Inclusion Project; Attention Deficit Disorder: Early Indicators and Treatment Issues.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services:

A Governor's Conference: Partners in Prevention V -- Celebrating California's Children

PUBLISHER: San Diego, CA: All Star Tapes, 1998, 16 audiotapes

GENERAL NOTE: Includes: Kinship Caregivers: Raising Children Again; Understanding the Nine Temperamental Traits of Infants and Toddlers; ID and Amelioration of Problem Behaviors in Young Children; Welfare Reform and Young Children with Disabilities; Solutions to Assessment and Intervention: A Comprehensive Approach to Infants and Children Prenatally; Where Have All the Fathers Gone: Specific Treatment and Intervention Program; Making the Most of Information and Advocacy on the Internet; Abusive Head Injuries Including Shaken Baby Syndrome: A Cause of Developmental Disabilities; California Early Start/Early Head Start.

WEBSITE: www.dds.ca.gov

Jorde-Bloom, Paula

A Great Place To Work

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1988, 74 pp.

GENERAL NOTE: Research, models and strategies for assessing and improving staff attitudes, work environments and performance in early childhood program settings.

WEBSITE: www.naeyc.org

Dunn, Winnie

Guidelines for Occupational Therapy Services in Early Intervention and Preschool Services

PUBLISHER: Rockville, MD: American Occupational Therapy Association, Inc., 1989, 75 pp.

GENERAL NOTE: Presents framework, philosophy, best practices, guidelines and the National Position Statement for occupational therapists working with young children and their families. Includes information on legislation and IFSPs.

WEBSITE: www.aota.org

Chandler, Barbara E.

Guidelines for Occupational Therapy Services in School Systems

PUBLISHER: Rockville, MD: American Occupational Therapy Association, Inc., 1989, 250+ pp.

GENERAL NOTE: Includes overview of the profession, philosophy of educationally-oriented occupational therapy, federal guidelines, practice standards, educational and professional competencies, role delineations, discussion of occupational therapy related to a student's IEP, due process issues and sample job descriptions and service forms, to assist occupational therapists and educational program administrators in planning and implementing occupational therapy services in school settings.

WEBSITE: www.aota.org

Bredenkamp, Sue

Guidelines for Preparation of Early Childhood Professionals

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1996, 112 pp.

GENERAL NOTE: Describes the common core of knowledge that contain desired outcomes of preparation programs for early childhood professionals, including evaluation, advocacy, and inclusive practices.

WEBSITE: www.naeyc.org

Davis, Noy S., et al.

Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support

PUBLISHER: Washington, DC: Office of Juvenile Justice and Delinquency Prevention, 1998, 60 pp.

GENERAL NOTE: Presents decision model to guide the screening decisions of individuals and organizations who hire employees or recruit volunteers to work with and provide care to children, the elderly, or the disabled.

WEBSITE: <http://ojjdp.ncjrs.org>

Gilderman, D. et al., eds.

The Health Care/Education Relationship

PUBLISHER: Monmouth, OR: Western States Technical Assistance Resource (WESTAR), TADS, 1981, 131 pp.

GENERAL NOTE: Workshop proceedings focus on interdisciplinary and interagency coordination and information sharing among health, education and social service professionals regarding assessment, parent involvement, ethical considerations and program and policy decisions.

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

Rooney, Robin; Gallagher, James J.; Fullagar, Patricia; Eckland, Jane; Huntington, Gail

Higher Education and State Agency Cooperation for Part H Personnel Preparation

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina, Carolina Institute for Child and Family Policy, 1992, 43 pp.

GENERAL NOTE: Provides recommendations for states for facilitating collaboration between state agency and higher education structures to help progress toward compliance with the personnel preparation components of Part H.

WEBSITE: www.fpg.unc.edu/products

Clark, Thomas

Home Based Programming for Families of Handicapped Infants and Young Children: A Manual for Parent Advisors and Other Home Intervenors

PUBLISHER: Logan, UT: SKI*Hi Institute, 1989, 111 pp.

GENERAL NOTE: Provides resource information and guidelines for parent advisors, supervisors, and other professionals who are involved in the delivery of home-based services to families of infants and young children with special needs.

WEBSITE: www.skihi.org

Child Development Association, CDA

Home Visitor: Child Development Associate (CDA) Assessment System and Competency Standards

PUBLISHER: Washington, DC: Council for Early Childhood Professional Recognition, 1992, 46 pp.

GENERAL NOTE: Presents overview of the CDA National Credentialing Program and the Competency Standards including the assessment system for home visitors, eligibility requirements and information collection responsibilities of candidates and members of the local evaluation team.

WEBSITE: www.cdacouncil.org

Holtz, Herman

How to Succeed as an Independent Consultant

PUBLISHER: New York, NY: John Wiley & Sons, 1983, 395 pp.

GENERAL NOTE: Explains what kinds of skills and services can best be marketed on a consulting basis, how to identify prospects, assess your own resources, and techniques needed in a consulting business.

WEBSITE: www.wiley.com/WileyCDA

Pawl, Jeree H.; St. John, Maria

How You Are Is as Important as What You Do... in Making a Positive Difference for Infants, Toddlers and Their Families

PUBLISHER: Washington, DC: Zero to Three, 1998, 44 pp.

GENERAL NOTE: Gives model approach for working with high risk families. Includes strategies, vignettes and training activities for reflecting on the premise that human relationships are the foundations upon which children build their future.

WEBSITE: www.zerotothree.org

Bailey, Jr., Donald B.; McWilliam, P.J.; Winton, Pamela J.; Simeonsson, Rune J.

Implementing Family-Centered Services in Early Intervention: A Team-Based Model for Change

PUBLISHER: Cambridge, MA: Brookline Books, 1992, 174 pp.

GENERAL NOTE: Describes team-based training workshop focusing on the decisions that teams must make to become family centered.

WEBSITE: www.brooklinebooks.com

Early Intervention Services Unit, Child Development Center

Infant Mental Health Development (IMHD) Institutes: Leadership and Organization Workshop Outlines

PUBLISHER: Sacramento, CA: CA Infant Mental Health Development Project/Children's Hospital, Oakland, CA, 1998, 42 pp.

GENERAL NOTE: Gives handouts from IMHD Institute workshops on staff development of early interventionists.

WEBSITE: www.wested.org/cepi

Child Development Association, CDA

Infant/Toddler Caregivers: Child Development Associate Assessment System and Competency Standards

PUBLISHER: Washington, DC: Council for Early Childhood Professional Recognition, 1992, 92 pp.

GENERAL NOTE: Presents the competency goals and functional areas for infant/toddler caregiver behavior in center-based settings and the complete CDA Competency Standards for caregivers.

WEBSITE: www.cdacouncil.org

Sparks, Shirley N.; Clark, Michael J.; Erickson, Robert L.; Oas, Donna B.

Infants at Risk for Communication Disorders: The Professional's Role in the Home or Center

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1990, video: 34 min.; guide: 57 pp.

GENERAL NOTE: Focuses on early identification, assessment strategies and intervention techniques in various settings and from varied cultural perspectives.

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

Sparks, Shirley N.; Clark, Michael J.; Erickson, Robert L.; Oas, Donna B.

Infants At Risk For Communication Disorders: The Professionals' Role with the Newborn

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1990, video: 45 min.; leader's guide: 48 pp.; participant's guide: 38 pp.

GENERAL NOTE: Illustrates causes of disabilities and assessment and intervention strategies through case studies. Presents roles of professionals in the NICU and in the early months.

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

Polloway, Edward A.

Influential Persons in the Development of the Field of Special Education

PUBLISHER: Austin, TX: Remedial and Special Education, 2000, 21(6), 3 pp.

GENERAL NOTE: Presents list of influential persons in special education history, selected for their unique contributions to their field. Highlights one or two illustrations among the many significant contributions that these influential persons have made to special education and society.

WEBSITE: www.proedinc.com/rase.html

Hains, Ann Higgins, et al.

Instructional Technology and Personnel Preparation

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 2000, 20(3), 13 pp.

GENERAL NOTE: Defines instructional technology, identifies current issues in higher education, and specific instructional designs, strategies and media applications for persons involved in early childhood special education personnel preparation.

WEBSITE: www.proedinc.com/tec.html

Catlett, Camille

An Interdisciplinary Trainer-of-Trainers Program: ASHA's Infant Program Trainer's Guide

PUBLISHER: Rockville, MD: American Speech and Hearing Association, 1991, 100+ pp.

GENERAL NOTE: Articles, books, forms and other resource materials focus on principles of adult learning, assessment of educational needs for adult learners, planning and preparation of training sessions and materials, training formats, workshop and training program components and evaluation of training.

WEBSITE: www.asha.org/default.htm

Catlett, Camille

An Interdisciplinary Trainer-of-Trainers Program: ASHA's Infant Project Source Book I

PUBLISHER: Rockville, MD: American Speech and Hearing Association, 1991, 100+ pp.

GENERAL NOTE: Volume one of two volume set with information and training materials on early intervention. Focuses on family centered services, family assessment, IFSP's, infant/toddler assessment, and family differences.

WEBSITE: www.asha.org/default.htm

Catlett, Camille

An Interdisciplinary Trainer-of-Trainers Program: ASHA's Infant Project Source Book II

PUBLISHER: Rockville, MD: American Speech and Hearing Association (ASHA), 1991, 100+ pp.

GENERAL NOTE: Volume 2 focuses on: early intervention services, teams, coordination of services, training strategies, training models and legislation affecting early intervention.

WEBSITE: www.asha.org/default.htm

Kolb, David A.

The Kolb Learning Style Inventory

PUBLISHER: Boston, MA: Hay Resources Direct, 1999, 21 pp.

GENERAL NOTE: Describes learning as a cycle made up of four basic processes: thinking, doing, experiencing, and reflecting, to give a better understanding of how you learn.

WEBSITE: www.hayresourcesdirect.haygroup.com

Kagan, Sharon L., ed.; Bowman, Barbara T., ed.

Leadership in Early Care and Education

PUBLISHER: Washington, DC: National Association for the Education of Young Children, 1997, 169 pp.

GENERAL NOTE: Discusses leadership from viewpoints of practitioners, policymakers, academics, and researchers. Defines leadership in early care and education as innovative, but sensitive to history, diversity, context, and collaboration.

WEBSITE: www.naeyc.org

Edelman, Larry

Learner-Centered Training Strategies – Learner-Centered Training Activities

PUBLISHER: Sacramento, CA: WestEd CPEI, CEITAN, 2002, 92 pp.

GENERAL NOTE: Presents strategies on ways to enhance trainings for staff, parents and administration. Gives activities that can be structured in a variety of ways to focus on the skills, attitudes, and knowledge associated with various topics.

WEBSITE: www.wested.org/cpei

Fenichel, Emily, ed.

Learning Through Supervision and Mentorship to Support the Development of Infants, Toddlers, and Their Families: A Sourcebook

PUBLISHER: Washington, DC: Zero to Three, 1992, 157 pp.

GENERAL NOTE: Describes how mentoring and supervision can provide regular opportunities for joint reflection upon work with infants, toddlers, and their families.

WEBSITE: www.zerotothree.org

Theilheimer, Rachel, ed.; Casper, Virginia, ed.

Learning To Teach Others about Working with Infants, Toddlers, and Families

PUBLISHER: Washington, DC: Zero To Three, 2000, 20(6), 56 pp.

GENERAL NOTE: Addresses reflective practice and supervision principles, including formal learning environments, on-site supervision for students and employees, ongoing staff development, preparing practitioners for home-based and center-based care, clinical and non-clinical settings, and pre-service and in-service training.

WEBSITE: www.zerotothree.org

Ragan, Richard R.

Lessons for Leadership: Carry the Torch! Leadership in Action

PUBLISHER: Concord, CA: Ragan Group, 2001, 57 pp.

GENERAL NOTE: SEECAP conference discusses identifying primary and secondary leadership styles and the impact of those styles on others; strategies for building a collaborative administrative team at school or agency; how to apply proven techniques to ensure an energized, committed workforce; and preparing a plan for the future.

WEBSITE: <http://ragan-group.eng.uci.edu>

Special Education Early Childhood Administrators Project (SEECAP)

Lessons for Leadership: Current Trends - Future Impact

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 2000, 245 pp.

GENERAL NOTE: Training manual from SEECAP Symposium includes natural environments, reflective supervision, service delivery, family involvement, strategies/curriculum supporting services in natural environments, and low incidence services in natural environments.

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

Special Education Early Childhood Administrators Project (SEECAP)

Lessons for Leadership "Perspective, Policy and Practice": Day 1

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1998, 234 pp.

GENERAL NOTE: Contains information from conference training on change in how children are viewed; how parents are able to meet the needs of their children, how legislation assists children with disabilities and their families in being included in their communities and everyday life experiences, and how professionals view their roles.

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

Special Education Early Childhood Administrators Project (SEECAP)

Lessons for Leadership "Perspective, Policy and Practice": Day 2

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1998, 219 pp.

GENERAL NOTE: Contains information from conference training covering areas of procedural safeguards and parent rights, preschool funding, ECSE credential, program evaluation, behavior, interagency agreements, administration, and quality indicators for infant services.

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

Stovall, Jim

Living Up To Expectations

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1998, video: 50 min.

GENERAL NOTE: Presentation at Partners in Prevention V, Jim Stovall shares experiences as a blind motivational speaker, discussing "you are where you are because that's where you chose to be."

WEBSITE: www.dds.ca.gov

Wesley, Patricia W.

Making It Work! Inclusive Child Care: A Training Series for Early Childhood: Professionals Power Point Presentation

PUBLISHER: Chapel Hill, NC: Univ. of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center, Partnerships for Inclusion, 2001, CD: 1

GENERAL NOTE: Gives power point presentation for training on how to include children with disabilities in regular child care programs.

WEBSITE: www.fpg.unc.edu

Shulman, Judith H., ed.; Colbert, Joel A., ed.
The Mentor Teacher Casebook

San Francisco, CA: Far West Laboratory for Educational Research and Development/Educational Resources

PUBLISHER: Information Center (ERIC), 1987, 109 pp.

GENERAL NOTE: Contains case literature on the work of mentor teachers, narrative vignettes written by mentor teachers about an event or series of events. These are grouped by the principles illustrated or questions raised.

WEBSITE: www.wested.org, www.eric.ed.gov

McCormick, Katherine M.; Brennan, Sharon

Mentoring the New Professional in Interdisciplinary Early Childhood Education: The Kentucky Teacher Internship Program

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 2001, 21(3), 21 pp.

GENERAL NOTE: Describes Kentucky's program and identifies challenges in its implementation and empirical validation as a case example. Includes "Supporting Early Childhood Teachers: A Reflection on the Kentucky Teacher Internship Program" by Karen E. Diamond.

WEBSITE: www.proedinc.com/tec.html

Harris Interactive, Inc.

The MetLife Survey of The American Teacher 2001: Key Elements of Quality Schools

PUBLISHER: New York, NY: Metropolitan Life Insurance Co., 2001, 197 pp.

GENERAL NOTE: Gives results of survey including topics of teacher quality, school environment, educators' expectations, students' attitudes and approaches to learning, relationships among the stakeholders, and job satisfaction.

WEBSITE: www.metlife.com

Interagency Policy Group

Minnesota's Comprehensive Early Childhood Intervention Training Plan

PUBLISHER: St. Paul, MN: MN Dept. of Children, Families and Learning, 1997, 20 pp.

GENERAL NOTE: Describes plan designed to meet the training needs of people who are involved in early intervention and/or early childhood special education, from both preservice and inservice perspectives.

WEBSITE: http://children.state.mn.us/mde/Learning_Support/Special_Education/index.html

Winton, Pamela J.

A Model for Supporting Higher Education Faculty in their Early Intervention Personnel Preparation Roles: Southeastern Institute for Faculty Training (SIFT) Project

PUBLISHER: Frederick, MD: Infants and Young Children, 1996, 8(3), 12 pp.

GENERAL NOTE: Describes project designed to prepare interdisciplinary teams of higher education faculty to serve as leaders in providing training in the area of early intervention. Gives overview of critical components of project, summary of lessons learned from implementation, and promising training strategies.

WEBSITE: www.iycjournal.com

National Association for the Education of Young Children (NAEYC); National Council for the Accreditation of Teacher Education (NCATE)

NAEYC Guidelines Revision: NAEYC Standards for Early Childhood Professional Preparation - Baccalaureate or Initial Licensure Level

PUBLISHER: Washington, DC: NAEYC, 2001, 45 pp.

GENERAL NOTE: Gives standards for early childhood professional preparation based on research in early childhood development and learning.

Focuses on academic content, cultural and linguistic diversity, and young children with special needs; practical experience and preparation; and increased concentration on the outcomes of teacher preparation programs.

WEBSITE: www.naeyc.org

Council for Professional Recognition

National Directory of Early Childhood Teacher Preparation Institutions: California

PUBLISHER: Washington, DC: Council for Professional Recognition, 2001, 22 pp.

GENERAL NOTE: Lists CA colleges and universities that provide early childhood education preparation.

WEBSITE: www.cdacouncil.org/ndir/california.htm

Fiene, Richard

National Early Childhood Program Accreditation

PUBLISHER: Conyers, GA: National Early Childhood Program Accreditation Commission, Inc., 1996, 153 pp.

GENERAL NOTE: Gives introduction to the NECPA accreditation instrument and process, including masters for indicators system publications and presentations, demographic and identifying information, self-evaluative questionnaire, observations, checklist, glossary, and bibliography.

WEBSITE: www.necpa.net

Rowland, Carolyn, et al.

New Teacher and Paraprofessional Training

PUBLISHER: Orange, CA: Orange County Dept. of Education, 1995, 144 pp.

GENERAL NOTE: Gives organizing and presentation suggestions for training on introduction to special education, disability awareness, the IEP, teaching and learning strategies, management skills and evaluation techniques.

WEBSITE: www.ocde.k12.ca.us

National Institute on Early Childhood Development and Education

New Teachers for a New Century: The Future of Early Childhood Professional Preparation

PUBLISHER: Washington, DC: Office of Educational Research and Improvement, U.S. Dept. of Education, 2000, 200 pp.

GENERAL NOTE: Examines content of current early childhood professional preparation programs at the pre-service level, gives description of what constitutes high quality early childhood professional preparation, and discusses future of professional preparation at the college level in early childhood education.

WEBSITE: www.ed.gov/offices/OERI/index.html

Child Care Information Exchange

On Being a Leader: The Best of Exchange

PUBLISHER: Redmond, WA: Child Care Information Exchange, 1990, 48 pp.

GENERAL NOTE: Contains collection of articles reprinted from past issues on effective leadership.

WEBSITE: www.ccie.com

Wohlstetter, P., et al.

Organizing for Successful School-Based Management

PUBLISHER: Alexandria, VA: Association for Supervision and Curriculum and Development (ASCD), 1997, 77 pp.

GENERAL NOTE: Presents findings of differences between actively restructuring and struggling schools in terms of organizational conditions and learning processes, teaching practices, how they interacted, and implications of innovative teaching practices for school performance.

WEBSITE: www.ascd.org

Tweit-Hull, Deborah; Villalobos, Pam; York, Carina

The Paraprofessional's Role in Inclusive Classrooms

PUBLISHER: Sacramento, CA: CA Confederation on Inclusive Education/ CA Dept. of Education, 1998, video: 98 min.; manual: 45 pp.

GENERAL NOTE: Provides introductory information on the roles and responsibilities of paraprofessionals who are supporting students with disabilities in general education classrooms. Video is in two parts: Part 1 gives overview and Part 2 focuses on how to provide instruction and strategies for assisting development of materials and adaptations.

WEBSITE: www.wested.org, www.cde.ca.gov

CA Dept. of Developmental Services

Partners in Prevention II: Building our Children's Future

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1994, 250 pp.

GENERAL NOTE: Conference articles and information on early intervention, Part H, California Early Start Program, parent rights and responsibilities, interagency agreements, due process, interviewing, prematurity and NICU environments, IFSPs, working with families, health care, managed health care, low-incidence disabilities, cultural diversity and community projects.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III: A Family Focused Conference "Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services"

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 300 pp.

GENERAL NOTE: Conference articles and information on early intervention, health issues, assessment, welfare reform, infant mental health approaches, interagency agreements, managed health care, families, transition, attachment, low incidence disabilities, and cultural diversity.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III Conference: A Family Focused Conference Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 6 audiotapes

GENERAL NOTE: Includes: Using Modern Imaging Methods to Map the Human Brain, John Mazziotta; Family Centered Developmental Care in the Intensive Care Nursery: Approach, Effectiveness and Outcome, Kathy VandenBerg; Meeting the Needs of Brothers and Sisters: Strategies for Parents and Professionals, Thomas Powell; Listening and Learning From Brothers and Sisters, T. Powell, E. Thaler, R. Marquez, E. Tatman, E. Shen, P. Landry, J. Phillips, M. Francisco; Project Exceptional: Partnerships for Inclusion in Community Based Child Care Settings, Ann Kuschner, Linda Cranor; and Teratogen Register Update: FAE/FAS-Prenatal Effects of Alcohol and the Unborn Child, Kenneth L. Jones.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III Conference: A Family Focused Conference Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 6 audiotapes

GENERAL NOTE: Includes: Infant Mental Health: Approaches to Early Intervention, Stephen Seligman; Maximizing Our Children's Future, Sandra Smoley; Promoting Child Competence: The Science of Early Childhood Programs, Jack Shonkoff; Health Care for Our Children, Lee Kemper; Preserving and Supporting Families, Eloise Anderson; Supporting the Adaptation of Mothers of Young Children with Developmental Vulnerabilities, Jack Shonkoff; Hospital Discharge of Medically Fragile Infants into Rural Areas, S. Nitzel and J. Bohannon; and Project CRAFT: Culturally Responsive And Family Focused Training, S. Chan, E. Lynch, and A. Valverde.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III Conference: A Family Focused Conference Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 6 audiotapes

GENERAL NOTE: Includes: Understanding Children Through the Power and Richness of Play, Carol Rodning; The Extended Family Model: Foster Family Agencies and Family Support, P. Sachs, A. Youngdahl, C. De La Cruz, T. Lucas, P. Harvey; The Impact of Violence on Children and their Families, D. Love; Keeping Pace with HIV in the 90s: Pediatric Update, Diane Wara; Community Based Early Intervention for Children with Autism, R. Huff, D. Wright, L. Mayhew; and Group Action Planning Model for Families: Circles of Support, Susan Ferrell, Kandis Lighthall.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III Conference: A Family Focused Conference Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 6 audiotapes

GENERAL NOTE: Includes: Neuromotor Development of the High Risk Infant: Outreach Clinics for Assessment and Parent Education, S. Spence, J. Kitsuwa-Lowe; Attachment Relationships in Families with Special Needs Children, C. Rodning; Early Start to Head Start: There Is A Bridge, L. Brekken, M.A. Walker, L. Franklin, C. Saucy, L. Hessner; Bringing Health Care into the IFSP, M.L. Hickman, M. Hammond-Cordero, S. Gonzalez, S. Korula; Interventions for Infants and Toddlers with Low Incidence Disabilities, Wolter, Berk, Crossno, Cameron, Gard, Clark, Olson; Cognitive, Behavioral and Physical Development: Nutrition Makes a Difference, M.T. Baer, M.K. Poulsen, M. Regalado.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III Conference: A Family Focused Conference Building Partnerships, Supporting Choices in Prevention, Early Intervention, and Transition Services

PUBLISHER: San Diego, CA: CA Dept. of Developmental Services, 1995, 5 audiotapes

GENERAL NOTE: Includes: The Transition Matrix: A Community's Inter-agency Parent/Professional Collaboration Toward Seamless Delivery, E. Schneider, K. Webb, W. Hughes, C. Murphy, N. Farina; Nobody's Perfect: Living and Growing with Children Who Have Special Needs, Miller, Burmester, Callahan, Deiterle, Neidermeyer; Young Children with Autism: What Do We Really Know? Developmental Characteristics of Young Children with Autism, D. Spiker; Young Children with Autism: What Do We Really Know? Diagnosis and Epidemiology of Autism, L. Lotspeich; and Young Children with Autism: What Do We Really Know? Psycho-Educational Approaches for Young Children with Autism, M. Alessandri.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention III: Opening Session AND Promoting Child Competence Presentations at Governor's Conference

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1995, video: 90 min.

GENERAL NOTE: Sandy Smoley, State Secretary of Health and Welfare welcomes participants to the Governor's Conference and tells what is being done at the state level for children, emphasizing the importance of prevention. Jack Shonkoff gives a historical context of children in our society, where children with disabilities were formerly institutionalized on a routine basis to today's interest in providing opportunities for a healthy environment to help families with early intervention services.

WEBSITE: www.dds.ca.gov

CA Dept. of Developmental Services

Partners in Prevention V: Celebrating California's Children - Focus on Wellness

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1998, 300 pp.

GENERAL NOTE: Contains conference articles and information on early intervention, health issues, assessment, welfare reform, health disorders, interagency agreements, health care, managed health care, low-incidence disabilities, cultural diversity and community projects.

WEBSITE: www.dds.ca.gov

LaVigna, Gary W.; Willis, Thomas J.; Shaull, Julia F.; Abedi, Maryann; Sweitzer, Melissa

The Periodic Service Review: A Total Quality Assurance System for Human Services and Education

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1994, 254 pp.

GENERAL NOTE: Presents PSR to improve staff training and supervision and to translate principles of effective management into concrete practices and procedures. Integrates performance standards, performance monitoring, performance feedback and systematic training to mobilize staff, maximize service provision, and meet goals and objectives.

WEBSITE: www.brookespublishing.com

Gallagher, James J.; Shields, Mary; Staples, Amy

Personnel Preparation Options: Ideas from a Policy Options Conference

PUBLISHER: Chapel Hill, NC: Carolina Institute for Child and Family Policy, 1990, 32 pp.

GENERAL NOTE: Gives summary of discussions held by a small group of participants at a policy options conference devoted to the needs for personnel preparation related to the implementation of P.L. 99-457 (Part H) Infants and Toddlers with Handicapping Conditions and Their Families. Clarifies key policy issues, explores options and consequences of the policy options considered, and provides range of options.

WEBSITE: www.fpg.unc.edu/products

Division for Early Childhood

Personnel Standards for Early Education and Early Intervention

PUBLISHER: Washington, DC: Council for Exceptional Children, 1995, 11 pp.

GENERAL NOTE: Gives recommendations for licensure/ certification for individuals working with young children with special needs provides guidance for personnel standards, training programs and service delivery systems.

WEBSITE: www.cec.sped.org

Edelman, Larry

Perspectives on Learning Styles

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2002, 45 pp.

GENERAL NOTE: Training session manual from a DDS presentation, June 24-25, 2002. Includes information on adult learning styles, practical principles of adult learning, repertoire of learning activities and how to design training programs that engage adult learners and help them to use what they learn.

WEBSITE: www.dds.ca.gov

Thalacker, Barbara, et al.

Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1996, 56 pp.

GENERAL NOTE: Articulates vision for state level implementation of strategic personnel development activities for Part H and Part B of the IDEA addressing six goals: family involvement, recruitment and retention, qualified personnel, transition, early intervention, and least restrictive environment.

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

Bundschuh, Ernest, et al.

Planning A Needs Assessment Management System (PANAMS)

PUBLISHER: Athens, GA: Univ. of Georgia, 1991, binder: 125 pp.; form: 5 pp.

GENERAL NOTE: Part of a 4 manual set focused on assessing and responding to the personnel development and training needs of parents and special education, related service and early childhood personnel. Based on a computerized data-base model for establishing a comprehensive system of personnel development, and including survey guidelines and forms, computer software (PC-DOS) and implementation strategies. Early childhood manual focuses on in-service training and staff development for early intervention and preschool personnel, health, rehabilitation, medical specialists and social service providers. Includes survey form of transition service providers to determine inservice training and staff development needs.

WEBSITE: www.uga.edu

Parlakian, Rebecca

The Power of Questions: Building Quality Relationships with Families

PUBLISHER: Washington, DC: Zero to Three, 2001, 11 pp.

GENERAL NOTE: Discusses ways to use the Look, Listen and Learn model to help forge stronger relationships with families. Gives strategies for managing common obstacles to relationship building. Explores reflective approaches that program leaders and staff can use to establish relationships with families.

WEBSITE: www.zerotothree.org

Pawl, Jeree

Pre-Conference Session

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 1 hr, 51 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference, discusses parents, infants and their relationships.

WEBSITE: www.dds.ca.gov

Brockenbrough, K.

Preparing Personnel for Pluralism

PUBLISHER: Chapel Hill, NC: National Early Childhood Technical Assistance System (NECTAS), 1991, 8 pp.

GENERAL NOTE: Gives information about national initiatives which have focused recently on the personnel needed to serve underrepresented families. Describes several major efforts addressing cultural diversification of early childhood services.

WEBSITE: www.nectac.org

Bricker, Diane; Widerstrom, Anne

Preparing Personnel to Work with Infants and Young Children and Their Families: A Team Approach

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 392 pp.

GENERAL NOTE: Discusses certification requirements and licensing procedures, descriptions of training opportunities, recommended practices, relevant literature reviews, and team approaches.

WEBSITE: www.brookespublishing.com

Fenichel, Emily Schrag; Eggbeer, Linda; TASK Advisory Board (Training Approaches for Skills and Knowledge)

Preparing Practitioners to Work with Infants, Toddlers and Their Families: Issues and Recommendations for Educators and Trainers

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1990, 28 pp.

GENERAL NOTE: Discusses evaluation of competence in individual practitioners, in service programs, and gives recommendations for improving the competence of infant/family practitioners by enriching training and addressing the context in which training and practice occur. Resource for individuals providing for training of infant/family personnel.

WEBSITE: www.medicalhomeinfo.org

Fenichel, Emily Schrag; Eggbeer, Linda

Preparing Practitioners to Work with Infants, Toddlers and Their Families: Issues and Recommendations for Parents

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1990, 31 pp.

GENERAL NOTE: Discusses evaluation of competence in individual practitioners, in service programs, training approaches, and core concepts common to all disciplines concerned with infants, toddlers and their families. Resource for training early intervention personnel.

WEBSITE: www.medicalhomeinfo.org

Fenichel, Emily Schrag; Eggbeer, Linda

Preparing Practitioners to Work with Infants, Toddlers and Their Families: Issues and Recommendations for Policymakers

PUBLISHER: Arlington, VA: National Center for Clinical Infant Programs, 1990, 28 pp.

GENERAL NOTE: Discusses issues emerging among individuals who train personnel for work with infants, toddlers and their families.

WEBSITE: www.medicalhomeinfo.org

Fenichel, Emily Schrag; Eggbeer, Linda

Preparing Practitioners to Work with Infants, Toddlers and Their Families: Issues and Recommendations for Professions

PUBLISHER: Arlington, VA: Zero To Three/National Center for Clinical Infant Programs, 1990, 32 pp.

GENERAL NOTE: Examines skills and attitudes practitioners need to foster the development of children, most enabling training experiences, and concepts and insights that can be shared across disciplines. Resource for individuals providing training of infant/family personnel.

WEBSITE: www.medicalhomeinfo.org

Bailey, Donald B., et al.

Preparing Professionals from Multiple Disciplines to Work with Handicapped Infants, Toddlers, and Their Families: Current Status and Future Directions

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, Univ. of North Carolina at Chapel Hill, 1988, 35 pp.

GENERAL NOTE: Describes major outcomes of study on preservice training programs. Addresses nursing, nutrition, occupational therapy, physical therapy, psychology, social work, special education, and speech-language pathology. Gives list of products and papers for more details.

WEBSITE: www.fpg.unc.edu

Early, Diane M.; Winton, Pamela J.

Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-Year Institutions of Higher Education

PUBLISHER: Washington, DC: Early Childhood Research Quarterly, 2001, 16(3), 22 pp.

GENERAL NOTE: Presents findings of faculty characteristics, course and practica requirements, comparisons between early childhood programs and the institutions as a whole, and challenges facing programs. Where appropriate comparisons are made between 2- and 4-year schools. Discusses results in terms of policy implications.

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

Gettinger, M.

Preschool and Early Childhood Treatment Directions

PUBLISHER: Hillsdale, NJ: Lawrence Erlbaum & Associates, 1992, 264 pp.

GENERAL NOTE: Focuses on early childhood special education and treatment approaches. Addresses a range of specific topics and research, particularly appropriate for school psychologist.

WEBSITE: www.erlbaum.com/ME2/Default.asp

Child Development Association (CDA)

Preschool Caregivers: Child Development Associate Assessment System and Competency Standards

PUBLISHER: Washington, DC: Council for Early Childhood Professional Recognition, 1992, 78 pp.

GENERAL NOTE: Presents competency goals and functional areas for preschool caregivers in center based settings and the complete CDA competency standards for caregivers.

WEBSITE: www.cdacouncil.org

Hassel, Emily

Professional Development: Learning from the Best, A Toolkit for Schools and Districts Based on the National Awards Program for Model Professional Development

PUBLISHER: Oak Brook, IL: North Central Regional Educational Laboratory (NCREL), 1999, 110 pp.

GENERAL NOTE: Takes best practices of award-winning schools and organizes them into a step-by-step planner for designing and implementing professional development. Includes checklists, strategies, and resource listing.

WEBSITE: www.ncrel.org

Edelman, Larry

Professional Development Training

PUBLISHER: Sacramento, CA: WestEd/ CEITAN, 2001, 100 pp.

GENERAL NOTE: Professional development day-long training includes changing the way we think about change, building change agent skills, making the most of meetings, and discovering new solutions using problem solving skills.

WEBSITE: www.wested.org/cpei

Edelman, Larry

Professional Development Training – Service Coordination Institute: Foundation

PUBLISHER: Sacramento, CA: WestEd/CEITAN, 2002, 100 pp.

GENERAL NOTE: Presents creative learner-centered training strategies, preparation of visuals for presentations and resources for training designers.

WEBSITE: www.wested.org/cpei

Gallagher, James J.; Coleman, Patsy

Professional Organizations' Role in Meeting the Personnel Demands of Part H, P.L. 99-457

PUBLISHER: Chapel Hill, NC: Carolina Institute for Child and Family Policy, 1990, 55 pp.

GENERAL NOTE: Gives results of study of ten professional associations focusing on their plans for additional certification standards to include service to infants and toddlers, the kinds of training initiatives the association was planning, and what they were doing about existing personnel shortages.

WEBSITE: www.fpg.unc.edu/products

Lynch, Eleanor W.

Project EXCEPTIONAL: College Instructor's Guide: Infusing Information About Young Children With Exceptional Needs Into Child Development and Early Childhood Course Work

PUBLISHER: Rohnert Park, CA: CA Institute on Human Services, Sonoma State University, 1996, 153 pp.

GENERAL NOTE: Helps support development of stand-alone courses related to young children with disabilities, their families, and child care needs. Primary purpose is to help instructors use materials from "A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 1 and 2."

WEBSITE: www.sonoma.edu/cihs

Cole, Carol K.; Poulsen, Marie K.

Project Relationship: Creating and Sustaining a Nurturing Community

PUBLISHER: Downey, CA: Los Angeles USD, Division of Special Education, Infant and Preschool Programs, 1996, video: 41 min.; manual: 113 pp.

GENERAL NOTE: Illustrates a relationship-based problem-solving framework for improving staff communication, enhancing child success and enriching program practices in early childhood settings.

WEBSITE: www.wested.org/cpei

Phipps, Ronald; Merisotis, Jamie

Quality On The Line: Benchmarks for Success in Internet-Based Distance Education

PUBLISHER: Washington, DC: Institute for Higher Education Policy, 2000, 39 pp.

GENERAL NOTE: Identifies 24 benchmarks considered essential to ensuring excellence in internet-based distance learning, divided into seven categories of quality measures: institutional support; course development; teaching/learning; course structure; student support; faculty support; and evaluation and assessment benchmarks.

WEBSITE: www.ihep.com

CA Early Start Program

Quest Work: Quality, Expertise, Support and Training

PUBLISHER: Sacramento, CA: CA Early Start Program, 1997, 78 pp.

GENERAL NOTE: Binder from Quest Training session for new and seasoned service coordinators, gives support strategies and an adaptable system for collecting, organizing, exploring and recording relevant information, and developing leadership skills based on personal strengths.

Wilson, Gayle

Reaching For Success

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 30 min.

GENERAL NOTE: Video of presentation given at Partners in Prevention IV: A Governor's Conference, discusses adolescent health, teenage mothers, and prevention programs.

WEBSITE: www.dds.ca.gov

Reynolds, Virginia; Hanson, Marci

Recommended Personnel Competencies and Program Best Practices: Quality Assurance in Early Intervention Services

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services/CA Interagency Coordinating Council (ICC), 1994, 90 pp.

GENERAL NOTE: Staff and program development resource focuses on assessing needs and designing training and program development activities to promote quality early intervention services.

WEBSITE: www.wested.org/cpei

Mullins, Frank; Morris, Sidney; Reinoehl, Kim

Recruitment and Retention of Special Educators and Related Services Personnel: State Plan and State Strategic Plan Provisions

PUBLISHER: Arlington, VA: National Clearinghouse for Professions in Special Education (NCPSE), 1997, 66 pp.

GENERAL NOTE: Identifies state initiatives dealing with the recruitment and retention of special education personnel.

WEBSITE: www.specialedcareers.org

Winton, P.J.; McCollum, Jeanette A.; Catlett, Camille

Reforming Personnel Preparation in Early Intervention: Issues, Models and Practical Strategies

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 592 pp.

GENERAL NOTE: Gives advice on how to assess staff needs and evaluate outcomes, strategies for early intervention preservice preparation, inservice training, and individual interactions, activities for promoting personnel development. Covers cultural competence, family-centered practices, service coordination, child evaluations, natural environments, inclusive settings, and public policy.

WEBSITE: www.brookespublishing.com

Catlett, Camille; Winton, Pamela J.

Resource Guide: Selected Early Childhood/Early Intervention Training Materials

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, Univ. of North Carolina, 2000, 166 pp.

GENERAL NOTE: Ninth edition of annotated bibliography of information and training materials on: assistive technology, cultural diversity, early care and development, evaluation and assessment, family-professional collaboration, IFSP/IEPs, inclusion, interagency collaboration, legislation, service coordination, specific populations, teams, transitions, family participation, and personnel preparation and development.

WEBSITE: www.fpg.unc.edu

National Early Childhood Technical Assistance System (NECTAS)

A Resource List of Selected Video Material

PUBLISHER: Chapel Hill, NC: NECTAS, 1991, 17 pp.

GENERAL NOTE: Gives video resources related to early intervention and federal legislation addressing education for young children with disabilities and their families. Includes contact information for publishers or distributors.

WEBSITE: www.nectac.org

Schmoker, Mike

Results: The Key to Continuous School Improvement

PUBLISHER: Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1999, 121 pp.

GENERAL NOTE: Encourages teachers and administration to focus on educational efforts that show results and to increase effective practices such as teamwork, goal-setting, and data analysis.

WEBSITE: www.ascd.org

Hayden, Peggy; Frederick, Linda; Smith, Barbara J.

A Road Map for Facilitating Collaborative Teams

PUBLISHER: Longmont, CO: Sopris West, 2003, 181 pp.

GENERAL NOTE: Provides reasons and resources for creating collaborative teams to promote meaningful change in local early childhood systems. Describes the Collaborative Planning Project (CPP) model, and discusses facilitator selection and role, shared leadership commitment and team structure, developing stakeholder relationships and involvement, and a shared vision. Includes discussion of setting priorities and action planning, implementing plans, allocating resources and evaluation.

WEBSITE: www.sopriswest.com

Baglin, Carol A., et al.

Role of the Nurse in Early Intervention System: Maryland State Interagency Coordinating Council and The Maryland Infants and Toddlers Program

PUBLISHER: Baltimore, MD: MD Interagency Coordinating Council, 1993, 18 pp.

GENERAL NOTE: Defines and conceptualizes the role of nurses within early intervention services. Includes recommendations related roles in developing IFSP, and providing family training, support, service coordination and case management functions.

WEBSITE: www.marylandpublicschools.org/msde/divisions/earlyinterv/infant_toddlers/about/interagencycoordinating_council.htm

Zapata, Dianna; Cohn, Joanne

Self-Esteem: A Resource Notebook

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, 1986, 133 pp.

GENERAL NOTE: Offers specific strategies and resource materials for school personnel and parents to develop programs that promote and emphasize the development of self-esteem in children of all ages.

WEBSITE: www.cde.ca.gov

CA Statewide Task Force on Teacher Recruitment

Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan

PUBLISHER: Belmont, MA: Recruiting New Teachers, Inc., 1997, 62 pp.

GENERAL NOTE: Identifies strategies and programs that work for teacher recruitment and gives recommendations that center around goals of expanding the pool of prospective teachers; strengthening the pipeline into teaching across the career continuum; and undertaking related changes in state programs and policies to remove unnecessary barriers to teaching careers.

WEBSITE: www.rnt.org/channels/clearinghouse

Meyer, Donald J.; Vadasy, Patricia F.; Fewell, Rebecca R.

Sibshops: A Handbook for Implementing Workshops for Siblings of Children with Special Needs

PUBLISHER: Seattle, WA: University of Washington Press, 1985, 59 pp.

GENERAL NOTE: Addresses largely underserved needs of brothers and sisters of children with special needs, special problems and benefits siblings often experience, program goals their concerns imply, and activities to meet goals.

WEBSITE: www.washington.edu/uwpress

CA Early Intervention Technical Assistance Network (CEITAN); CA Dept. of Developmental Services

The Sixth Annual Conference of Early Start Family Resource Centers and Networks

PUBLISHER: Sacramento, CA: WestEd Center for Prevention and Early Intervention (CPEI), 2004, 305 pp.

GENERAL NOTE: Binder from FRCN Conference includes handouts and resources in areas of hearing assessment, cultural approaches, end of life issues, wraparound services, fiscal fitness, communication, children's health status, father's online support, autism, and leadership.

WEBSITE: www.wested.org/cpei

Garland, Corinne; Frank, Adrienne; Buck, Deana; Seklemian, Patti

Skills Inventory for Teams (SIFT)

PUBLISHER: Norge, VA: Child Development Resources, 1992, 66 pp.

GENERAL NOTE: Gives guide for early intervention teams and individual team members to assess their ability to work together. Includes scales for assessing team performance and for providing staff training.

WEBSITE: www.cdr.org

Division of Special Education Preschool Programs

Special Education Afterschool Early Education Program: A Manual for Teachers and Supporting Staff

PUBLISHER: Downey, CA: Los Angeles Unified School District, 1991, 191 pp.

GENERAL NOTE: Provides information for service providers of special education services to eligible three to five year old children in afterschool programs, on intent and principles of early education, goals, eligibility criteria and IEP process, organization of the afterschool program, instructional model, age-appropriate activities, sample activity plans, goals, guidelines and activities for services to parents, and operations procedures.

WEBSITE: http://dse-web.lausd.k12.ca.us/sep2s/pg2_contactus.htm

Hardman, M.; McDonnell, J.; Welch, M.

Special Education in an Era of School Reform: Preparing Special Education Teachers

PUBLISHER: Washington, DC: Federal Resource Center for Special Education, 1998, 34 pp.

GENERAL NOTE: Examines three principles that are driving change in preparing teachers: collaboration and cross-disciplinary training; general and special education interface; and field-based training for partnerships between higher education and public schools.

WEBSITE: www.rrfcnnetwork.org

Dotterer, Richard A., et al.

Staff Development Handbook: A Resource for the Transdisciplinary Process

PUBLISHER: New York, NY: United Cerebral Palsy Association, Inc., 1976, 57 pp.

GENERAL NOTE: Discusses transaction among professional and paraprofessional team members who work with parents or surrogates who are the primary teachers and therapists for their child, to prepare parents to increase skills in daily nurturing roles.

WEBSITE: www.ucp.org

Palsha, Sharon A.; Rennells, Mary S.

Staffing Infant Intervention Programs: One State's Status and Future Direction

PUBLISHER: Chapel Hill, NC: Carolina Institute for Child and Family Policy, Univ. of North Carolina, 1990, 28 pp.

GENERAL NOTE: Examines how the personnel issues are met in North Carolina, a state with a long history of early intervention services.

WEBSITE: www.fpg.unc.edu/products

Special Education Advisory Panel

Standards of Quality and Effectiveness for Education Specialist Credential Programs (Including University Internship Options) and Clinical Rehabilitative Services Credential Programs: Handbook for Postsecondary Institutions and Accreditation Reviewers

PUBLISHER: Sacramento, CA: CA Commission on Teacher Credentialing, 1996, 257 pp.

GENERAL NOTE: Gives redesign of policies based on premise that status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs, and that education professionals should help define, interpret and implement those standards based on their professional expertise and perspectives.

WEBSITE: www.ctc.ca.gov

Raske, David

A Study of Competencies Needed by Beginning Special Education Teachers

PUBLISHER: Sacramento, CA: CA Commission on Teacher Credentialing, 1991, 190 pp.

GENERAL NOTE: Identifies professional competencies needed by beginning teachers and specialists in the field of special education with implications for restructuring special education credentials.

WEBSITE: www.ctc.ca.gov

Pushaw, David

Teach Your Child To Talk: Workshop Manual

PUBLISHER: Fairfield, NJ: Cebco Standard Publishing, 1977, 130 pp.

GENERAL NOTE: Guidelines for parent training series focuses on understanding and promoting speech and language development for children birth to five.

Stanley, Sarah J., ed.; Popham, W. James, ed.

Teacher Evaluation: Six Prescriptions for Success

PUBLISHER: Alexandria, VA: Assoc. for Supervision and Curriculum Development (ASCD), 1988, 185 pp.

GENERAL NOTE: Describes alternative approaches to design and installation of a teacher evaluation system that brings positive benefits to students, including linking teacher evaluation and staff development (McGreal); create rather than await your fate Hunter); judgment-based teacher evaluation (Popham); a total systems approach (Manatt); a duties-based approach (Scriven); and the cognitive development view (Costa).

WEBSITE: www.ascd.org

Gaston, Margaret; Hunt, Harvey; Thompson, John; Wilkes, Patsy

Teaching and California's Future: The Status of the Teaching Profession: Summary Report

PUBLISHER: Santa Cruz, CA: Center for the Future of Teaching and Learning, 2000, 12 pp.

GENERAL NOTE: Summarizes study examining teaching in California, giving inventory of how the state develops and deploys teachers, survey results of teachers, findings from in-depth case studies, and other research.

WEBSITE: www.cftl.org

Love, Harold D.

Teaching Reading to Disabled and Handicapped Learners

PUBLISHER: Springfield, IL: Charles C. Thomas Publishers, 1994, 252 pp.

GENERAL NOTE: Designed to assist teachers in teaching reading. Includes early developmental reading methods and materials adaptation of materials specialized reading techniques, assessment procedures and skills to teach.

WEBSITE: www.ccthomas.com

Holowach, Kathleen

Teaching That Works: The Individualized Critical Skills Model

PUBLISHER: Sacramento, CA: Resources in Special Education, 1989, 200 pp.

GENERAL NOTE: Designed to provide teachers, administrators, care providers and parents with guidelines and rationale for teaching integrated, age-appropriate activities in the natural environment. Divided into three sections, the book includes the ten phases of ICSM Systematic Instructional Process, integration and application of these phases, and an appendix with worksheets and glossary.

WEBSITE: www.sonoma.edu/cihs

Association for Supervision & Curriculum Development (ASCD)

Teaching to Learning Styles

PUBLISHER: Alexandria, VA: ASCD, 1992, video: 30 min.; guidebook: 83 pp.

GENERAL NOTE: Staff development program introduces teachers to a realistic way to design lessons, classroom activities, and homework assignments that accommodate differences in students' individual learning styles. Guidebook offers key information, outlines, and activities for implementing a one-hour, half-day, or full-day workshop on teaching to learning styles.

WEBSITE: www.ascd.org

Guarneri, Gina; Ulrey, Gordon; Brekken, Linda

Team Assessment in Early Intervention: A Trainer's Resource Guide

PUBLISHER: Sacramento, CA: Personnel Development for Infant Preschool Programs, 1988, 260 pp.

GENERAL NOTE: Resource for personnel involved in training teams to assess infants and preschoolers with special needs and their families. Gives rationale and philosophy, and information on foundations for a family approach, developing an early childhood assessment team, clinical consideration, procedures and interpretations for preschoolers, observation of play behavior, understanding the parent-child interaction, multicultural issues, and linking assessment to program planning

WEBSITE: www.wested.org/cpei

Lewis, Karen; Blasco, Patricia M.

Training Across Disciplines in Early Intervention: An Anthology of Best Practices

PUBLISHER: Minneapolis, MN: Children, Youth and Family Consortium Electronic Clearinghouse, 2001, 26 pp.

GENERAL NOTE: Provides higher education faculty with the best resources available to train early intervention providers. Includes comprehensive list of state-of-the-art resource materials regarding infants and toddlers with special needs and their families. Areas covered include early childhood special education, early childhood education, social work, physical therapy, speech and language, occupational therapy, school psychology, nursing and early childhood family education.

WEBSITE: www.cyfc.umn.edu

Deschappelles, Abby; Supnick, Louise; Patterson, Gayle; Neary, Tom

Training and Resources for Community and Curriculum Integration (TRCCI): A Description

PUBLISHER: Sacramento, CA: TRCCI, 1990, 142 pp.

GENERAL NOTE: Describes program for effective and systematic inservice training to meet needs of local education agencies for development, establishment, and evaluation of integrated community-based educational services for students with severe disabilities. Includes needs assessment, ICSM training, behavior management, and strategies for inclusion.

Clary, Joan Turner; Cavanagh, Jack

A Training Concept for Teacher Associates of Preschool Handicapped

PUBLISHER: Des Moines, IA: Iowa Dept. of Public Instruction, 1981, 110 pp.

GENERAL NOTE: Includes training modules covering consistency in follow through; behavior management; improving communication with students; positive reinforcement; role descriptions; and improving communication between teacher/associates, for use with personnel serving children with special needs under age seven.

WEBSITE: www.state.ia.us/educate

Latzko, Trudy, ed.

A Training Manual for Teachers of Young Children: For Staff Serving Disabled and Non-Disabled Children

PUBLISHER: San Francisco, CA: Family Service Agency of San Francisco, 1979, 317 pp.

GENERAL NOTE: Provides background information on specific disabilities, training activities and strategies for individualized program planning, assessment, observation, communication, interaction, teaching, environmental set-up, working with families and supporting the development of young child with and without disabilities.

WEBSITE: www.fsasf.org

WestEd

WestEd: Voices Of Our Clients

PUBLISHER: San Francisco, CA: WestEd, 1999, video: 10-1/2 min.

GENERAL NOTE: Gives overview of services of WestEd, a non-profit research, development and service agency dedicated to improving education and other opportunities for children, youth and adults.

WEBSITE: www.wested.org

Garbarino, J

What Children Can Tell Us: Eliciting, Interpreting, and Evaluating Information from Children

PUBLISHER: San Francisco, CA: Jossey-Bass Inc. Publishers, 1989, 373 pp.

GENERAL NOTE: Gives guide to obtaining and evaluating information from children in a variety of settings to help professionals and parents better understand, interview and assess children.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-1555424651.html

Council for Exceptional Children

What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers

PUBLISHER: Washington, DC: Council for Exceptional Children, 1996, 151 pp.

GENERAL NOTE: Gives standards developed over six year period to provide a minimum set of knowledge and skills that special educators should possess.

WEBSITE: www.cec.sped.org

Commons, Dorman L., et al.

Who Will Teach Our Children? A Strategy for Improving California's Schools

PUBLISHER: Sacramento, CA: CA Commission On The Teaching Profession, 1985, 59 pp.

GENERAL NOTE: Includes recommendations on restructuring the teaching career, establishing rigorous professional standards, redesigning school as a more productive workplace for teachers and students, and recruiting capable people to teaching.

Hains, Ann Higgins

Wisconsin Curricula Resource Manual: Selected Information on Early Intervention for Families and Professionals

PUBLISHER: Madison, WI: Wisconsin Personnel Development Project, 1990, 171 pp.

GENERAL NOTE: Annotated bibliography of materials and resources related to early intervention including: PL.99-457, early development, assessment, intervention strategies, families, IFSPs, case management, transitions and integration. Also includes specific information for personnel development by discipline.

WEBSITE: www.waisman.wisc.edu/birthto3/PRODEV.HTML

Hill, Marie Somers; Ragland, Joyce C.

Women as Educational Leaders: Opening Windows, Pushing Ceilings

PUBLISHER: Thousand Oaks, CA: Corwin Press, 1995, 142 pp.

GENERAL NOTE: Contains guidelines, strategies, techniques, and advice for enhancing the paths of women at any point in pursuing a career in educational leadership.

WEBSITE: www.corwinpress.com

Hanft, Barbara; Burke, Janice; Cahill, Margaret; Swenson-Miller, Kathleen; Humphry, Ruth

Working with Families: A Curriculum Guide for Pediatric Occupational Therapists

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Development Center, Univ. of North Carolina, 1992, 54 pp.

GENERAL NOTE: Discusses issues and strategies for therapists to consider in working with families of children with special needs.

WEBSITE: www.fpg.unc.edu

Minner, Sam

Working with Parents of Rural Handicapped Students: A Pre-service Curriculum Module for Preparation of Qualified Rural Special Educators

PUBLISHER: Bellingham, WA: National Rural Development Institute, 1983, 52 pp.

GENERAL NOTE: Prepares instructors to train preservice level special education teachers to more effectively work with parents of rural students with special needs, including family characteristics, communication, designing a program, and utilizing resources in rural setting.

WEBSITE: www.nird.org.in

Zero To Three

Zero To Three 15th National Training Institute Resource Book

PUBLISHER: Washington, DC: Zero To Three, 2000, 472 pp.

GENERAL NOTE: Binder from conference includes topics of infant mental health, attachment, health care, family/professional collaboration, home visiting, foster children, developmental disorders, early language skills, curricula, play therapy, assessment, distance learning, welfare, child abuse prevention, and professional development.

WEBSITE: www.zerotothree.org

Zero to Three

Zero to Three 16th National Training Institute

PUBLISHER: San Diego, CA: Zero to Three, 2001, 452 pp.

GENERAL NOTE: Binder from conference includes topics of infant mental health, attachment, health care, family/professional collaboration, home visiting, foster children, developmental disorders, early language skills, curricula, play therapy, assessment, distance learning, welfare, child abuse prevention, and professional development.

WEBSITE: www.zerotothree.org

Bella, Jill; Bloom, PaulaJorde

Zoom: The Impact of Early Childhood Leadership Training on Role Perceptions, Job Performance, and Career Decisions

PUBLISHER: Wheeling, IL: Center for Early Childhood Leadership, 2003, 47 pp.

GENERAL NOTE: Gives results of study to assess the impact of leadership training on persons who participated in two different models of leadership training between 1993 and 2003: the McCormick Fellows Leadership Training, a two-year program, and Taking Charge of Change, a 10 month program.

WEBSITE: <http://cecl.nl.edu/index.htm>

STAFF DEVELOPMENT:
Reflective Supervision

[4510]

Heffron, Mary Claire

Balance in Jeopardy: Reflexive Reactions vs. Reflective Responses in Infant/Family Practice

PUBLISHER: Washington, DC: Zero to Three, 1999, 3 pp.

GENERAL NOTE: Discusses needs, fantasies, and reflexive reactions for infant/family practitioners to watch out for so reflective approach can be used for collaborative and empathetic work with families.

WEBSITE: www.zerotothree.org

Parlakian, Rebecca; Seibel, Nancy L.

Being in Charge: Reflective Leadership in Infant/Family Programs

PUBLISHER: Washington, DC: Zero to Three, 2002, 26 pp.

GENERAL NOTE: Describes how to use self-awareness, observation, and flexible responses as tools to manage stress and increase on-the-job effectiveness for new leaders in an infant/family program. Discusses leadership issues, and presents ideas applicable to a wide range of infant-family settings.

WEBSITE: www.zerotothree.org

Thomasgard, Michael; Warfield, Janece

The Collaborative Peer Supervision Group Project: A Continuing Education Model to Promote Professional Competence

PUBLISHER: Washington, DC: Zero to Three, 2005, 25(5), 6 pp.

GENERAL NOTE: Addresses fostering the development of case-based, interdisciplinary, continuing education using Collaborative Peer Supervision Groups (CPSG); improving the clinician's ability to assess, treat, or appropriately refer infants and young children with developmental variations, problems, and disorders of mental health; and promoting further expansion of similar groups by providing detailed, downloadable documents that describe every step in forming, sustaining, and evaluating a new CPSG.

WEBSITE: www.zerotothree.org

Thompson, Bruce; Diamond, Karen E.; McWilliam, Robin; Snyder, Patricia; Snyder, Scott W.

Evaluating the Quality of Evidence From Correlational Research for Evidence-Based Practice

PUBLISHER: Washington, DC: Exceptional Children, 2005, 71(2), 14 pp.

GENERAL NOTE: Defines correlational studies as quantitative, multi-subject designs in which participants have not been randomly assigned to treatment conditions. Proposes some quality indicators for evaluating correlational research in efforts to relate to evidence-based practice. Indicators are divided into four categories to distinguish some recognizable features of correlational inquiry.

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

Kellegrew, Diane Hammon; O'Brien, Susan; Groppenbacher, Elaine
Evidence-Based Program Evaluation: A Guide for Agencies to Self-Assess Their Practices and Policies

PUBLISHER: Washington, DC: Zero to Three, 2003, 9 pp.
 GENERAL NOTE: Discusses developing a program evaluation useful to program administrators, establishing goals and objectives, data collection, and data analysis and application.
 WEBSITE: www.zerotothree.org

Gilkerson, Linda
Irving B. Harris Distinguished Lecture: Reflective Supervision in Infant-Family Programs: Adding Clinical Process to Nonclinical Settings

PUBLISHER: East Lansing, MI: Infant Mental Health Journal, 2004, 25(5), 16 pp.
 GENERAL NOTE: Proposes reflective supervision as a method to support change toward relationship-based practice with infants and their families. Describes elements and structure of reflective supervision, and gives several examples implementing this approach in two settings: neonatal intensive care units (NICUs) and community-based early intervention programs.
 WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Parlakian, Rebecca
Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work

PUBLISHER: Washington, DC: Zero to Three, 2002, 19 pp.
 GENERAL NOTE: Explores link between supportive supervisory practices and effective staff-parent relationships. Presents tools and techniques to help promote high-quality services to young children and their families. Discusses relationship-based organizations, reflective supervision, active listening, the Look, Listen, and Learn model, personalizing your approach, challenges, initiating change, organizational assessment, and group exercises.
 WEBSITE: www.zerotothree.org

Brantlinger, Ellen; Jimenez, Robert
Qualitative Studies in Special Education

PUBLISHER: Arlington, VA: Exceptional Children, 2005, 71(2), 13 pp.
 GENERAL NOTE: Gives overview of the many types of studies that fall into the qualitative design genre. Defines strategies that qualitative researchers use to establish an author's studies as credible and trustworthy. Reviews a range of qualitative studies that have been made in special education, and identifies the quality indicators that are important in conducting and evaluating qualitative research.
 WEBSITE: <http://journals.sped.org>

Gersten, Russell; Fuchs, Lynn S.
Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education

PUBLISHER: Arlington, VA: Exceptional Children, 2005, 71(2), 16 pp.
 GENERAL NOTE: Presents quality indicators for experimental and quasi-experimental studies for special education. Explains the framework and rationale by providing brief descriptions of each indicator. Suggests a standard for determining whether a practice may be considered evidence-based.
 WEBSITE: <http://journals.sped.org>

Norman-Munsch, Trudi, ed.
Reflective Practice in Relationship-Based Organizations

PUBLISHER: Washington, DC: Zero to Three, 1999, 20(1), 36 pp.
 GENERAL NOTE: Issue of Zero to Three Bulletin contains five articles covering aspects of reflective practice and reflective supervision.
 WEBSITE: www.zerotothree.org

Pflieger, Jackie
Reflective Supervision

PUBLISHER: Washington, DC: Head Start Bulletin, 2002, Issue 73, 3 pp.
 GENERAL NOTE: Discusses creating a workplace environment where reflective supervision is integrated into the overall framework of the agency.
 WEBSITE: www.headstartinfo.org/publications/bullet.cfm

Fenichel, Emily; Shanok, Rebecca S.; Gilkerson, Linda; Eggbeer, Linda
Reflective Supervision: A Relationship for Learning – A Training Videotape, Discussion Guide, and Sourcebook

PUBLISHER: Washington, DC: Zero To Three, 1995, video: 57 min.; discussion guide: 67 pp.; source book: 157 pp.; overheads: 5 pp.
 GENERAL NOTE: Gives specific training strategies related to reflective supervision, with supervision and mentorship identified as key elements of professional development for all infant/family practitioners. Discusses critical elements of effective supervision, namely reflection, collaboration, and regularity, in "Learning through Supervision and Mentorship to support the Development of Infants, Toddlers and their Families: A Source Book."
 WEBSITE: www.zerotothree.org

Norman-Murch, Trudi
Reflective Supervision as a Vehicle for Individual and Organizational Development

PUBLISHER: Washington, DC: Zero to Three, 1996, 5 pp.
 GENERAL NOTE: Discusses how key principles of the reflective supervisory model were implemented and their impact on service delivery.
 WEBSITE: www.zerotothree.org

Parlakian, Rebecca
Reflective Supervision in Practice: Stories from the Field

PUBLISHER: Washington, DC: Zero to Three, 2002, 27 pp.
 GENERAL NOTE: Explores the challenges and benefits of moving toward reflective supervision. Provides discussion questions and activities to facilitate self- and group learning.
 WEBSITE: www.zerotothree.org

Odom, Samuel L.; Brantlinger, Ellen; Gersten, Russell; Horner, Robert H.; Thompson, Bruce; Harris, Karen R.

Research in Special Education: Scientific Methods and Evidence-Based Practices

PUBLISHER: Arlington, VA: Exceptional Children, 2005, 71(2), 12 pp.
 GENERAL NOTE: Sets the context for the development of research quality indicators and guidelines for evidence of effective practices provided by different methodologies.
 WEBSITE: <http://journals.sped.org>

Gilkerson, Linda; Young-Holt, Carol Lou
Supervision and the Management of Programs Serving Infants, Toddlers, and Their Families

PUBLISHER: Washington, DC: Zero to Three, 1992, 7 pp.
 GENERAL NOTE: Chapter of book "Learning through Supervision and Mentorship to Support the Development of Infants, Toddlers, and Their Families: A Sourcebook," discusses importance of fully incorporating reflective supervision for all staff members, and including collaboration, funding and time for supervision activities.
 WEBSITE: www.zerotothree.org

Pitkin, Ann; Norman-Murch, Trudi

Toward Relational, Reflective, Nurturing Practice in Multisite Programs: Balancing Caretaking and Nurturing in a Statewide System; Supporting a Relational, Reflective Approach to Service Delivery

PUBLISHER: Washington, DC: Zero to Three, 2005, 25(5), 6 pp.

GENERAL NOTE: Describes the experiences of two very different organizations -- the Training and Staff Development Group for New York State's Healthy Families Program, and Southwest Human Development, a community-based agency serving young children and families in Phoenix, AZ, that manages a multisite Healthy Families program, an agency-wide effort to identify core principles and practices for the infant-family field and to find ways for agency departments to support staff in mastering the skills and competencies needed for this work. Helps all staff practice within a relationship-based, reflective model.

WEBSITE: www.zerotothree.org

Horner, Robert H.; Carr, Edward G.

The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education

PUBLISHER: Arlington, VA: Exceptional Children, 2005, 71(2), 15 pp.

GENERAL NOTE: Presents defining features of single-subject research, reviews contributions of single-subject research for special education, and gives a proposal for using single-subject research to document evidence-based practice.

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

Tertell, Elizabeth A.; Klein, Susan M.; Jewett, Janet L.

When Teachers Reflect: Journeys Toward Effective, Inclusive Practice

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1998, 212 pp.

GENERAL NOTE: Teachers from a variety of settings describe their movement toward inclusive, developmentally appropriate practice, reflecting on their own practices. Discussion includes individualizing, guidance, play, collaboration, inclusion, emergent curriculum, and working with families.

WEBSITE: www.naeyc.org

Seligman, Stephen

Why How You Feel Matters: Countertransference Reactions in Intervention Relationships

PUBLISHER: East Lansing, MI: Institute for Children, Youth and Families/WAIMH News, 1(2), 1993, 6 pp.

GENERAL NOTE: Presents general awareness of transference-like and countertransference-like reactions to aid early interventionists to avoid parental reactions personally, and instead use them as data for intervention strategies.

WEBSITE: <http://icyf-ftpwebsvr.icyf.msu.edu/icyf/index.html>