ECI Library Matters

Child Care, Inclusion, and Transition (updated)

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

If you would like to borrow any of the featured library items or receive full-text articles, please contact the Library at:

Phone: (512) 776-7260
Toll-Free: 1-888-963-7111 ext. 7260
Email: avlibrary@dshs.texas.gov
Fax: (512) 776-7474

In This Issue of ECI Library Matters

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

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

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

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

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

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

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

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

Child care, inclusion, or transition: selected websites - A current selection of ECI websites featured for ease of access.
Cover story:
Know 4 areas where your early childhood staff may need extra support. p. 4.

Highlights:
Ensure FAPE during a shortened week. p. 3.

Eyes on autism: pretend play: gateway to social skills. p. 5.

Resiliency teams support students with traumatic pasts. p. 6.

How to respond to parents’ methodology concerns. p. 9.

Legal spotlight: you be the judge:
May child with unsafe behaviors learn in conference room pending private school admission. p. 2.

Washington watch:
OSERS releases a conceptual framework that emphasizes support for states’ efforts to raise special education expectations, flexibility in the IDEA, and building partnerships with diverse groups and individuals. p. 7.

Decisions & Guidance. p. 10.

Fry hypotheticals won’t bar 504 claim. p. 10.

District’s carefully crafted IEP dodges need for private placement. p. 11.

Progress, RTI, justify not evaluating child with handwriting challenges. p. 11.

Treating all students the same undermines 504 claim. p. 12.

If you would like to receive copies of articles,
please contact the library staff by one of the following methods:

Phone: 512-776-7260  
Toll-free: 1-888-963-7111, ext. 7260

Fax: 512-776-7474  
Email: avlibrary@dshs.texas.gov
Examining internal structures of a developmental measure using multidimensional item response theory. p. 287. 
Chen CY, Xie H, Clifford J, Chen Ching-I, Squires J.

Alquraini T, Al-Odaib A, Al-Dhalaan H, Merza H, and Mahoney G.

Implementation of Arkansas’s initiative to reduce suspension and expulsion of young children. p. 317. 
Conners-Edge NA, Rose A, Honeycutt D, McKelvey L, Swindle T, Courson D, Forsman JA.

Seiverling L, Towle P, Hendy HM, Pantelides J.

Using propensity score weighting to reduce selection bias in large-scale data sets. p. 347. 
Bishop CD, Leite WL, Snyder PA.

Dialogic reading and adapted dialogic reading with preschoolers with autism spectrum disorder. p. 363. 
Grygas-Coogele C, Floyd KK, Rahn NL.

Topics in Early Childhood Special Education topical issue on “research to practice in maltreatment, trauma, and toxic stress”. p. 132. 
Corr C, Barton EE.

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

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

Zeng S, Hu Xi.

Adrihan SA, Winchell BN, Greene SJ.
Ages of infancy: caring for young mobile and older infants. 32 min. 2006. (DD0317).


The developing child: observation. 29 min. 2004. (DD0232).

Developmentally appropriate practice video program. 53 min. 2009 (DD0300).

Discoveries of infancy: cognitive development and learning. 32 min. 2006. (DD0318).

Essential connections: ten keys to culturally sensitive child care. 36 min. 2006. (DD0322).

Flexible, fearful, or feisty: the different temperaments of infants and toddlers. 29 min. 2006. (DD0319).

Helping children cope with frightening events. 25 min. 2002. (DD0185).

Highscope for children with special needs: a developmental approach. 60 min. 2005. (DD0641).

I want all the turns: supporting children in resolving problems and conflicts/quiero todos los turnos. 90 min. 2013. (DD0655).

It’s not just routine: feeding, diapering, and napping: infants and toddlers. 24 min. 2006. (DD0408).

Jobs in child development. 29 min. 2010. (DD0727).

Keys to quality care. 24 min. 2002. (DD0554).

Managing everyday challenges through positive guidance. 75 min. 2011. (DD0535).


Place of our own: early childhood solutions health and nutrition. 119 min. 2008. (DD0324).

Place of our own: early childhood solutions special needs. 97 min. 2008. (DD0326).
Play that’s real: fostering a sense of identity in toddler programs. 35 min. 2002. (DD0333).

Practical strategies for teaching social emotional skills. 28 min. 2007. (DD0581).

Pre-K promise. 28 min. 2006. (DD0450).


Preschooler observation: language and literacy development. 23 min. 2012. (DD0497).

Preschooler observation: physical and motor development. 21 min. 2012. (DD0495).

Preschooler observation: social and emotional development. 23 min. 2012. (DD0496).

Preschoolers. 28 min. 2008. (DD0334).

Primary caregiving: working toward secure attachments in child care. 19 min. 2001. (DD0330).

Promoting children’s social competence: a guide to family child care providers. 23 min. 2007. (DD0119).

Promoting language and literacy. 29 min. 2003. (DD0405).


Space to grow: creating a child care environment for infants and toddlers. 34 min. 2004. (DD0409).

Supportive adult-child interactions. 53 min. 2011. (DD0494).
NEW! 50 strategies for communicating and working with diverse families. Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI). There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.

Applying implementation science in early childhood programs and systems. Tamara Halle, 2013. (LB 1139.35 C64 H35 2013 ECI).


Blending practices for all children. 2014. (LC 4019.3 B647 2014 ECI).


DEC recommended practices: enhancing services for young children with disabilities and their families. 2015. (LC 4019.3 D291 2015 ECI).


Early childhood special education, 0 to 8 years: strategies for positive outcomes. Sharon A. Raver, 2009. (LC 4019.3 R254e 2009 ECI).


Extending the dance in infant and toddler caregiving: enhancing attachment and relationships. Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).


This book provides practical information based on theoretical and research foundations that can be implemented in a variety of infant and toddler settings. With the impacts of school readiness and technology in early childhood education today, this text focuses on the value of free play, the development of self-reliance, and the importance of responsive, respectful interactions.


This book is a toolbox for building early childhood programs that foster sentiments of justice and fairness in leaders, teachers, and young children. It includes bibliographical references and index.
Child care: selected books (continued)


**A practical guide to reflective supervision.** 2009. (LC 4109.3 P895 2009 ECI).

**Program administrator’s guide to early childhood special education: leadership, development, & supervision.** 2009. (325.1 P964 2009 ECI).


**Reflective supervision and leadership in infant and early childhood programs.** Mary Claire Heffron, 2010. (LC 4109.3 H461r 2010 ECI).

**The right fit: recruiting, selecting, and orienting staff.** Kay Albrecht, 2002. (560.1 A341r 2002 ECI).


**Self-esteem and early learning: key people from birth to school.** Rosemary Roberts, 2006. (WS 105 R646s 2006 ECI).


Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).


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

Inclusion and transition: selected audiovisuals

Boy in the world. 44 min. 2007. (DD0465).


Emma’s gifts. 46 min. 2004. (DD0463).

Engaging young learners with special needs. 98 min. 2014. (DD0656).

Including Samuel. 58 min. 2008. (DD0226).

Inclusion: focus on toddlers and pre-k. 35 min. 2009. (DD0391).


Opening the doors of tomorrow. 25 min. 2006. (DD0265).
Inclusion and transition: selected books


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


NEW! Environment: promoting meaningful access, participation, and inclusion. 2016. (LC 4019.3 E61 2016 ECI).
This book provides guidance to families and professionals about the most effective ways to improve learning outcomes and promote development of young children, birth through age 5, who have, or are at-risk for, developmental delays or disabilities. It offers multiple ways to implement effective practices across the settings in which children grow and learn.

NEW! The exceptional child: inclusion in early childhood education.
This book discusses key approaches and tools needed to provide an optimal setting for young exceptional children with special needs and their families. Many checklists and forms are included for use within the classroom to aid teachers and caregivers in developing a developmentally appropriate environment.


From early intervention to preschool programs and school-age services: a parent’s guide to transitioning young children with special needs. Padmaja Sarathy, 2006. (556.8 S243f 2006 ECI).


Inclusion and transition: selected books (continued)


Transition education and services for students with disabilities. Patricia L. Sitlington, 2010. (LC 4019 s623t 2010 RHB).


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

Key themes in inclusion are explored through an A – Z approach covering important concepts, theories, theorists, and figures.

Frances Wardle covers a vast range of different philosophical and practical approaches to early education, from Free/Open schools and Waldorf education, to the Core Curriculum and the learning standards approach of the U.S. federal No Child Left Behind Act.

It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting.

This book considers the increasing trend towards systematic child documentation in early childhood settings. The authors examine child documentation from the perspective of professional practice and suggest that documentation and assessment practices can empower and strengthen teachers, children, and parents.

Six hundred brain-based activities inspired by brain research are suggested to enhance any early childhood curriculum.
This introduction to the history of early childhood education emphasizes the role of history and philosophy in early childhood practice today. The text features a series of imagined conversations with key figures and pioneers in early childhood education and caregiving.

This textbook examines foundational topics that encourage early childhood education students to think, reflect, and develop opinions, theories, and philosophies about their field. This book invites the reader to develop a personal philosophy of early childhood education or caregiving and an identity as an early educator, in order to build a sufficient foundation for continual growth as a teacher.

This book explores, from both the teacher’s and the student’s perspectives, how emergent curriculum principles and practices can improve any early childhood program. Sections on observation, documentation, assessment, and relationships that support learning provide a complete subject overview.

This handbook discusses early childhood special education, with particular focus on evidence-based practices. Coverage spans core intervention areas such as literacy, motor skills, and social development, as well as diverse contexts for services, including speech-language pathology, physical therapy, and pediatrics.

Inclusive early childhood settings benefit all children, whether or not they have identified special needs. This book provides theoretical, conceptual, and practical information on relationship-based, inclusive practices for early childhood classrooms, an approach that strengthens every child and supports the child’s behavioral, emotional, social, and learning challenges.

This book, written for educators who work with young children, provides strategies to promote success for beginning learners, especially those with special needs. This edition explains what researchers are discovering about brain development and children’s learning and behavior challenges. The author provides teachers with developmentally appropriate practices to help children increase motor skills, work toward self-management of behaviors, and develop preparatory academic skills.
Planning and observation of children under three. Helen Bradford, 2012. This book explains theories of child development and pairs them with practical examples to show how such theories translate into good working practice. Taking a holistic approach to supporting children’s learning, this book shows how a range of observation strategies can provide insight into children’s social, emotional, physical, and cognitive development. It demonstrates how practitioners can develop appropriate planning and observation techniques for babies and toddlers.


Teaching young children with disabilities in natural environments, 2nd ed. Mary Jo Noonan, 2013. This book focuses on children birth to 5. It gives future professionals specific, evidence-based knowledge on what to teach and how to teach it, with practical methods that fit into naturally occurring activities and routines.

Working in the Reggio way: a beginner’s guide for American teachers. Julianne Wurm, 2005. This book helps teachers of young children bring the innovative practices of the schools in Reggio Emilia, Italy, to American classrooms. Written by an educator who observed and worked in the world-famous schools, this groundbreaking resource presents the key tools that will allow American teachers to transform their classrooms.

Access these ebook titles and many more EBSCO eBooks to read on your computer or device. Contact the library for the passwords.
Child Care & Early Education Research Connections promotes high quality research in child care and early education and the use of that research in policy making. See https://www.researchconnections.org/childcare/

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

“Ensuring Quality Care for Children with Disabilities and Complex Health and Emotional Needs”: This workshop explores the needs and challenges faced by individuals and families affected by disabilities and complex conditions, as well as opportunities and innovative approaches for those conditions. https://www.nap.edu/catalog/23544/ensuring-quality-and-accessible-care-for-children-with-disabilities-and-complex-health-and-educational-needs

Head Start information from the Early Childhood Learning and Knowledge Center is located at http://eclkc.ohs.acf.hhs.gov/hslc.


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

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