



# ECI Library Matters

## Child Care, Inclusion, and Transition (updated)

This month, we are featuring library resources on child care, inclusion, and transition. The library has many available resources on these topics. For a complete selection of library materials, please visit the online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

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Research to practice: Promoting academic and social behaviors in a small group. p. 279-282. Lane, J. D., & Shepley, C.

Factor structure and psychometric properties of the Child Oral and Motor Proficiency Scale. p. 283-299. Park, J., Frisk Pados, B., Thoyre, S. M., Estrem, H. H., & McComish, C.

Parent-implemented communication strategies during storybook reading. p. 300-320. Akamoglu, Y., & Meadan, H.

Recording support measures in the sequential pedagogical documents. of children with special education needs. p. 321-339. Heiskanen, N., Alasuutari, M., & Vehkakoski, T.

A systematic review of phonological awareness interventions for Latino children in early and primary grades. p. 340-365. Soto, X., Olszewski, A., & Goldstein, H.

Quantity and quality of parental utterances and responses to children with hearing loss prior to cochlear implant. p. 366-387. Su, P. L., & Roberts, M. Y.

### Selected Journal Abstracts

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Kemp, C. P., Stephenson, J. P., Cooper, M. M., & Hodge, K. P. (2019). The use of peer mediation and educator facilitation to promote turn taking in young children with autism spectrum disorder in inclusive childcare. *Infants & Young Children, 32*(3), 151-171.

A multiple-probe design across participants was used to investigate the effect of a peer-mediated intervention on the turn-taking behavior of 3 children with autism spectrum disorder (ASD) attending inclusive childcare centers. An educator trained peers to support the child with a disability to take turns playing a game on an iPad. The educator was also available to provide coaching for the peer when needed. An intervention effect was demonstrated for each of the children, and 2 were able to demonstrate maintenance of the skill when the training and coaching procedures were not implemented by the educator. Although some elements of the treatment procedures were not consistently applied by the educators or typical peers, the intervention was sufficiently robust to enable the children with ASD to improve their turn-taking skills.

## Selected Journal Abstracts (continued)

Loomis, A. M. L., & Mogro-Wilson, C. P. (2019). Effects of cumulative adversity on preschool self-regulation and student-teacher relationships in a highly dense Hispanic community: A pilot study. *Infants & Young Children, 34*(2), 107-122. Young Hispanic children make up an increasing percentage of children enrolled in preschools; however, little is known about the effects of adversity on their preschool outcomes. This pilot study uses descriptive, correlational, and hierarchical multiple regression analyses to explore the relationship between cumulative adversity, teacher-rated and observed measures of self-regulation, and student-teacher conflict in a predominately Hispanic preschool sample. More than 50% of preschoolers in the study had experienced at least one type of adversity. Results suggest that preschooler's exposure to cumulative adversities may negatively predict both teacher-rated child self-regulation and the student-teacher relationship, indicating that early adversity negatively impacts children's socioemotional skills as well as their relationships with their teachers. This pilot study supports the need for future research expanding on the role of adversity in the preschool context, particularly for Hispanic children.

Pokorski, E. A., Barton, E. E., & Ledford, J. R. (2019). Assessing the differential effects of known and mystery rewards in a preschool-based group contingency. *Journal of Early Intervention, 41*(3), 256-275.

Group contingencies have been used successfully to modify a variety of behaviors for children with diverse characteristics across multiple settings. However, these interventions have not been applied to increase social interactions (SI) between typically developing children and those with multiple or severe disabilities (MSD). Furthermore, little research has been conducted to examine whether differential outcomes are associated with the type of reward used (known or mystery). The purpose of this study was to examine the differential effects of known versus mystery rewards on the SI of preschool children with and without MSD within an independent group contingency. The findings indicated that although there were no differences in levels of SI between reward types, both were superior to the baseline condition and were viewed as socially valid by classroom teachers and naive raters. In addition, this study was conducted with high methodological quality exceeding that of previous group contingency research conducted in preschool settings and of other studies examining the differential effects of known and mystery rewards. The results provide meaningful information regarding practices that support children with MSD and add to the group contingency literature.

## Selected Journal Abstracts (continued)

Ren, L. P., Garcia, A. S. P., Esteraich, J. M. P., Encinger, A. M. S., Raikes, H. H. P., & Acar, I. H. P. (2019). Parent-child relationships and preschoolers' social-emotional functioning among low-income families: The moderating role of parental nativity. *Infants & Young Children, 34*(2), 123-138.

The demographic composition in the United States has undergone shifts due to increasing immigration. This may change the way we think about families and children in the United States, and it is important to include immigrant families in parenting research. This study examined the relations between parent-child relationships and preschool-aged children's social-emotional functioning in the context of low-income families in the United States. We also explored how the relations between the two were moderated by parental nativity, specifically focusing on parents born in the United States and those who were born in Mexico and emigrated to the United States. The sample included 199 preschool children enrolled in Educare/Head Start programs and their parents, with 134 of the parents born in the United States and 65 born in Mexico. Parents reported parent-child closeness and conflict. Teachers reported children's social-emotional strengths and behavioral concerns. Assessors evaluated children's executive function and behavior regulation using structured tasks. The results showed that more parent-child conflict was related to more behavioral concerns and lower levels of executive function among children with U.S.-born parents but not among those with Mexico-born parents. The study suggests that the role of parenting in child social-emotional functioning may vary depending on cultural backgrounds among low-income families.

Sucuoglu, B. P., Bakkaloglu, H. P., Demir, S. P., & Atalan, D. P. (2019).

Factors predicting the development of children with mild disabilities in inclusive preschools. *Infants & Young Children, 34*(2), 77-98.

This study compared the developmental gains of preschool children with disabilities (CWD) and children without disabilities (CWOD) during a year they spent in preschools and examined the predictors of development in both groups (60 CWD and 57 CWOD) of children. Data on the social skills, problem behaviors, school adjustment level, student-teacher relationship, and the developmental functions of children were collected from the mothers and teachers, whereas trained assistants assessed the development of children. Analyses indicated that although all of the children made developmental gains,

## Selected Journal Abstracts (continued)

the psychomotor, language, and socioemotional developmental gains were greater for CWD than those for CWOD. Furthermore, social skills and school adjustment levels were found to be significant predictors of developmental gains of CWD. Implications of these findings were discussed in terms of the content of preschool curriculums, teacher preparedness related to inclusive practices, and the importance of and teaching social skills to CWD.

Winstead, O., Lane, J. D., Spriggs, A. D., & Allday, R. A. (2019). Providing small group instruction to children with disabilities and same-age peers. *Journal of Early Intervention, 41*(3), 202–219.

Small group instruction in classrooms provides children opportunities to collaborate on academic tasks, as well as opportunities for social interactions. Although such arrangements are common for children with typical development, children with moderate to severe disabilities (MSD) may receive few or no opportunities to participate meaningfully in small group instruction with same-age peers with typical development. The purpose of this study was to evaluate the use of a progressive time delay procedure for teaching children with MSD (autism spectrum disorder and/or intellectual disability) and those with typical social development, but at-risk for academic failure, to name sight words during small group instruction. In addition, children had multiple opportunities per session to provide tokens to peers, praise peers for correct responses, and initiate conversations and respond to a peer's conversation initiations. Results indicated that children with and without disabilities can learn to name sight words, as well as learn to initiate conversation when tokens include pictures or photographs of each child's preferred items or activities. Implications for teachers and future studies are provided.

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**Active learning for infants-toddlers.** 37 min. 2012.

Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore with their whole body and all their senses. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. This program is available through an online streaming service. Please contact the library for a login and password.

**Being with infants.** 108 min. 2018.

This program gives child caregivers and parents direct access to a comprehensive care approach from renowned child specialist Beverly Kovach, certified Montessori trainer and consultant for Magda Gerber's Resources for Infant Educators (RIE). It includes proper bottle feeding, lap feeding, diapering, sleep, play, and much more. This program is available through an online streaming service. Please contact the library for a login and password.

**Daily schedules and caregiving.** 92 min. 2016.

All infants and toddlers eat, nap, and play but have varying personal routines from day to day. When caregivers provide consistent but flexible daily schedules and caregiving, they let children know their needs are met, freeing the children to investigate their world. This program begins with an overview of an infant-toddler daily schedule that includes arrivals and departures, group times, feedings and mealtimes, personal care times, and choice time. It offers strategies for creating a daily schedule that is stable yet flexible enough to meet young children's needs. It also shows caregivers supporting children throughout the daily schedule in a series of un-narrated scenes. This program is available through an online streaming service. Please contact the library for a login and password.

**Infant toddler learning environment.** 43 min. 2017. (DD0825)

Infants and toddlers are born explorers and the environments in which they are cared for become their laboratory. This program includes examples of how to create a supportive infant-toddler learning environment that invites children to explore their surroundings and supports their sensory-motor way of learning.

**Raising of America: Early childhood and the future of our nation.** 200 min. 2015. (DD0725).

This series includes an episode on the recent history of early education in America.

## Child Care, Inclusion, and Transition: Selected Audiovisuals

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**Ages of infancy: Caring for young mobile and older infants.** 32 min. 2006. (DD0317).

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

**Creating inclusive child care facilities.** 2003. (CR0021).

**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).

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

**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).

**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).

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

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

**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).

**Parent partnerships: Parents and caregivers together.** 26 min. 2002. (DD0332).

**Place of our own: Early childhood solutions behavior and emotions.** 180 min. 2008. (DD0325).

**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: Cognitive development.** 26 min. 2012. (DD0498).

**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).

**Quality child care.** 30 min. 2005. (DD0040).

**Secure attachments: The foundation of relationships child care.** 21 min. 2001. (DD0331).

**Side by side: Mentoring teachers for reflective practice.** 26 min. 2004. (DD0721).

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

**Supportive adult-child interactions.** 53 min. 2011. (DD0494).

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**Caring for our children: National health and safety**, 4<sup>th</sup> ed. 2019. (LB 1139.23 C277 2019).

This book contains guidelines on the development and evaluation of the health and safety of children in early care and education settings. It features 10 chapters of more than 650 standards and dozens of appendixes with valuable supplemental information, forms, and tools.

**Early childhood staff orientation guide**. Sharon Bergen, 2016. (LB 1139.2 B495 2016).

This book provides a foundation for your knowledge of current early childhood best practices. This guide will serve as an important first step into a new position and as a long-term resource for employees as they grow in the profession.

**Leading and managing early childhood settings**. Nadine L. McCrea, 2015. (LB 1775.6 M478 2015 ECI).

This book examines what it means to be a leader across the early childhood education field. Introducing a number of core concepts, including self-understanding through professional reflection and consideration of peoples beliefs and values, it explores the challenges of working in various roles within early childhood settings.

**Practical solutions to practically every problem: The survival guide for early childhood professionals**. Steffen Saifer, 2017. (LB 1140.2 ST817 2017).

This book provides solutions to every possible problem faced by early childhood teachers. Educators will save time and energy with over eight hundred solutions to two hundred problems, including: daily dilemmas and classroom issues, partnering with families to raise happy children, dealing with problematic behaviors from co-workers, and learning to take care of yourself to prevent burn-out.

**Social and emotional development in early intervention: A skills guide for working with children**. Mona Delahooke, 2017. (WS 350 D333 2017 ECI).

This book provides practical methods so that all childhood providers can better support the social and emotional lives of children and families. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors, and promote self-regulation.

**Twelve essential topics in early childhood: A year of professional development in staff meetings.** Nancy P. Alexander, 2018. (LB 1775.6 AL374 2018).

This book is a tool for program administrators to prepare professional development experiences for their staff during staff meetings. These professional development experiences can also be modified to be part of an ongoing college class or child development credential. The book includes an agenda and outline for each topic along with a materials list, handouts, instructions for activities, and a CD-ROM with twelve PowerPoint presentations and reproducibles for each topic.

## Child Care, Inclusion, and Transition: Selected Books

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**50 strategies for communicating and working with diverse families.** Janet Gonzalez-Mena, 2014. (LB 1139.3 G643 2014 ECI).

**The ABCs of the ADA: Your early childhood program's guide to the Americans with Disabilities Act.** Karren Ikeda Wood, 2009. (104.12 R112a 2009 ECI).

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

**Assessing young children in inclusive settings: The blended practices approach.** Jennifer Grisham-Brown and Kristie Pretti-Frontczak, 2011. (LB 3051 A846 2011 ECI).

**Assistive technology for young children: Creating inclusive learning environments.** Kathleen Curry Sadao and Nancy B. Robinson, 2010. (LC 4019.3 S124a 2010 ECI).

**Baby smarts: Games for playing and learning.** Jackie Silberg, 2009. (WS 105.5 P5 S582b 2009 ECI).

**Beautiful beginnings: A developmental curriculum for infants and toddlers.**

Helen H. Raikes, 2006. (525 R151b 2006 ECI).

**Being with babies: Understanding and responding to the infants in your care.** Beverly Kovach, 2008. (LC 4019.3 K88b 2008 ECI).

**The best for babies: Expert advice for assessing infant-toddler programs.**

Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI).

**Best practices for training early childhood professionals.** Sharon Bergen, 2009. (560 B495 2009 ECI).

**Blended practices for teaching young children in inclusive settings.** Jennifer Grisham-Brown, 2005. (557 G869b 2005 ECI).

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

**Building blocks for teaching preschoolers with special needs.** Susan Sandall and Illene Schwartz, 2008. (557 S213b 2008 ECI).

**Cara's kit for toddlers: Creating adaptations for routines and activities.**

Philippa H. Campbell, 2012. (LB 1139.35 A37 C367 2012).

**Caring for infants and toddlers in groups: Developmentally appropriate practice.** 2008. (320.11 C277 2008 ECI).

**Child, family, and community: Family-centered early care and education,**

6<sup>th</sup> ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI).

**Children with special needs in early childhood settings: Identification, intervention, inclusion.** Carol L. Paasche, 2004. (200.8 P111 2004 ECI).

**Complete resource book for infants: Over 700 experiences for children from birth to 18 months.** Pam Schiller, 2005. (525.2 S334c 2005 ECI).

**Critical issues in early childhood professional development.** Martha Zaslow and Ivelisse Martinez-Beck, 2006. (LB 1775.6 Z38c 2006 ECI).

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

**Developing quality care for young children: How to turn early care settings into magical places.** Nettie Becker, 2009. (320.11 B395 2009 ECI).

**Developmental profiles: Pre-birth through twelve, 6<sup>th</sup> ed.** K. Aileen Allen, 2010. (WS 103 A427d 2010 ECI).

**Diversity in early care and education: Honoring differences.** Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 ECI).

**Early childhood intervention: Shaping the future for children with special needs and their families.** Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).

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

**The early years: Foundations for best practice with special children and their families.** Gail L. Ensher, 2016. (LC 4019.3 E59 2016 ECI).

**Encouraging physical activity in infants.** Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI).

**Engagement of every child in the preschool classroom.** R.A. McWilliam, 2008. (557 M177e 2008 ECI).

**Environment: Promoting meaningful access, participation, and inclusion.** 2016. (LC 4019.3 E61 2016 ECI).

**The exceptional child: Inclusion in early childhood education.** Eileen K. Allen, 2015. (LC 4019.3 A427 2015 ECI).

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

**Families, infants, and young children at risk: Pathways to best practice.**

Gail L. Ensher, 2009. (556 E59f 2009 ECI).

**Family-based practices.** Eva Horn, Michaelene Ostrosky, Hazel Jones, 2004.

(LC 4019.3 H813f 2004 ECI).

**Focus on babies: How-tos and what-to-dos when caring for infants.** Jennifer

Karnopp, 2012. (LB 1139 K18b 2012 ECI).

**Focus on toddlers: How-tos and what-to-dos when caring for toddlers and**

**twos.** Jennifer Karnopp, 2012. (LB 1139 K18 2012 ECI).

**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).

**Guiding young children.** Patricia F. Hearn, 2009. (WS 100 H436g 2009 ECI).

**Health, safety, and nutrition for the young child.** Lynn R. Marotz, 2009.

(WS 100 M355h 2009 ECI).

**Inclusive assessment and accountability: A guide to accommodations for**

**students with diverse needs.** Sara Bolt, 2009. (557 B694i 2009 ECI).

**Inclusive early childhood education: A collaborative approach.** Suzanne

Winter, 2007. (LC 4019.3 W787i 2007 ECI).

**Inclusive literacy lessons for early childhood.** Pamela Byrne Schiller, 2008.

(LB 1139.5 L35 S352 2008 ECI).

**Infant and toddler development and responsive program planning:**

**A relationship-based approach.** Donna Sasse Wittmer, 2014. (LC 4019.3

W832i 2014 ECI).

**Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education**, 11<sup>th</sup> ed. Janet Gonzalez-Mena, 2018. (LB 1139 G643 2018 ECI).

**Instructional technology in early childhood: Teaching in the digital age**. Howard P. Parette, 2013. (LB 1139.35 C64 P37 2013 ECI).

**Interdisciplinary teams**. Eva Horn, 2005. (325 H813i 2005 ECI).

**An introduction to young children with special needs: Birth through age eight**. Richard M. Gargiulo, 2012. (LC 4019.3 G27 2012 ECI).

**Learning games: The Abecedarian curriculum**. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736 2006 ECI).

**Leading anti-bias early childhood programs: A guide for change**. Louise Derman-Sparks, 2015. (LB 1139.3 D435 2015 ECI).

**Linking curriculum to child and family outcomes**. Eva Horn and Carla Peterson, 2007. (325 L756 2007 ECI).

**Little kids, big worries: Stress-busting tips for early childhood classrooms**. Alice S. Honig, 2010. (LC 3639 H773 2010 ECI).

**Making preschool inclusion work: Strategies for supporting children, teachers, and programs**. Anne Marie Richardson-Gibbs, 2014. (LC 4019.3 R53 2014 ECI).

**Managing infectious diseases in child care and schools: A quick reference guide**. 2009. (LC 4019.3 M266 2009 ECI).

**Mister Rogers' plan & play book: Hundreds of preschool activities for parents and child care providers**. Fred Rogers, 2002. (655.2 R725m 2002 ECI).

**Practical approaches to early childhood professional development: Evidence, strategies, and resources.** Pamela J. Winton, 2008. (560 P898 2008 ECI).

**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).

**Reflecting in communities of practice: A workbook for early childhood educators.** Deb Curtis, 2013. (LB 1139.4 C89 2013).

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

**Room to grow: How to create quality early childhood environments,** 3<sup>rd</sup> ed. 2002. (320.11 R777 2002 ECI).

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

**Shared storybook reading: Building young children's language and emergent literacy skills.** Helen K. Ezell, 2005. (LB 1140.5 R4 E94 2005 ECI).

**Simple transitions for infants and toddlers.** Karen Miller, 2005. (320.11 M648 2005 ECI).

**Successful kindergarten transition: Your guide to connecting children, families, and schools.** Robert C. Pianta, 2003. (556.8 P581 2003 ECI).

**Supervision in early childhood education: A developmental perspective.** Joseph J. Caruso, 2007. (LB 1775.6 C329s 2007 ECI).

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

**Teaching pyramid observation tool (TPOT) for preschool classrooms manual.** Mary Louise Hemmeter, 2014. (LB 3051 H489t 2014 ECI).

**Together we succeed: Building a better system for transitioning preschoolers with disabilities.** Padmaja Sarathy, 2005. (556.8 S243 2005 ECI).

**Tools for transition in early childhood: A step-by-step guide for agencies, teachers, and families.** Beth S. Rous, 2006. (556.8 R863t 2006 ECI).

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

**The transition process: Early intervention to preschool.** Linda Alsop, 2001. (556.8 A462 2001).

**Visionary director: A handbook for dreaming, organizing, and improvising in your center.** Margie Carter, 2010. (560.1 C324v 2010 ECI).

**Who's watching the babies?: Improving the quality of family, friend, and neighbor care.** Douglas R. Powell, 2008. (320.11 P882w 2008 ECI).

**Wiley handbook of early childhood development programs, practices, and policies.** 2017. (LB 1139 W676 2017 ECI).

**Young children with disabilities in natural environments: Methods and procedures.** Mary Jo Noonan, 2006. (325 N817y 2006 ECI).

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**A-Z of inclusion in early childhood.** Mary Dickens, 2014.

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

**Approaches to early childhood and elementary education.** Francis Wardle, 2009.

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.

**Appropriate environments for children under three.** Helen Bradford, 2012.

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.

**Assessment and documentation in early childhood education.** Maarit Alasuutari, Ann-Marie Markstrom, and Ann-Christine Valberg-Roth, 2014.

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.

**Building brains: 600 activity ideas for young children.** Suzanne Gellens, 2013.

Six hundred brain-based activities inspired by brain research are suggested to enhance any early childhood curriculum.

**Early childhood education: History, philosophy, and experience.** Cathy Nutbrown and Peter Clough, 2014.

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.

**Early childhood education: Yesterday, today, and tomorrow**, 2<sup>nd</sup> ed.

Suzanne Krogh and Kristine Slentz, 2010.

This textbook examines 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 to build a sufficient foundation for continual growth as a teacher.

**Emergent curriculum in early childhood settings: From theory to practice.**

Susan Stacey, 2008.

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.

**Handbook of early childhood special education.** Brian Reichow, 2016.

This handbook discusses early childhood special education, with a 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.

**Including one, including all: A guide to relationship-based early childhood inclusion.** Leslie Roffman, 2011.

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.

**Inclusion strategies for young children: A resource guide for teachers, child care providers, and parents.** Lorraine O. Moore, 2009.

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,** 2<sup>nd</sup> 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.

## Child Care, Inclusion, and Transition: Selected Websites

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>.

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/>.

To borrow any library materials, please contact the library staff:  
Phone: 512-776-7260 | Toll-Free: 1-888-963-7111, ext. 7260  
Fax: 512-776-7474 | Email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)