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July 2005

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Speech and Language Development

This month we are featuring books, videos, websites and children's books about speech and language development.

Language Development - Books

Activities for Developing Pre-Skill Concepts In Children With Autism. Toni Flowers, 1987. (203.6 F669 1987 ECI).
This book contains activities on several levels to help children with autism improve in their auditory development, concept development, social development, speech and language development, and visual-motor integration.

Assessing and Treating Infants and Young Children with Severe Difficulties in Relating and Communication. Stanley I. Greenspan, 1997. (535G815a 1997).
This book contains several articles written by different authors concerning infants and young children with severe problems in relating and communicating.

Building Blocks to Communication - Oral Motor and Speech Skills for Infants, Toddlers, and Preschoolers. Mary E. Anzelmo and Diane M. Bonanni, 1997. (535An98).
The authors present an intervention approach to oral motor and speech development in children, birth through four years. Clinicians, families and other facilitators can easily create fun, effective intervention plans by adapting all or part of the Building Blocks program to the young child's daily routine. Following the step-by-step directions that are provided, facilitators can make oral motor boxes, speech boxes and surprise bags. They can also select from timesaving, reproducible strategies, materials, activities, and visual aids as they tailor individual plans.

Cleft Palate: Interdisciplinary Issues and Treatment. Karlind T. Moller and Clark D. Starr, 1993. (201.2 M726c 1993 RHB).
This book presents an interdisciplinary approach to information about the nature of the cleft palate disorder. Speech and language pathologists are informed and knowledgeable about their own discipline but also need to know how it applies to cleft lip and palate management as well as the other specialists they work with in an interdisciplinary diagnosis. "For an interdisciplinary team to be successful, there needs to be a mutual respect among team members and for their specialty areas, with good understanding of what each can and cannot do."

Language Development - Books (continued)

Cleft Palate Speech Management: A Multidisciplinary Approach. Robert J. Shprintzen, 1995. (201.2 Sh82 ECI).
This book, meant to be used frequently in the clinical setting, discusses what "the clinician should do when treating a patient with a communicative impairment related to clefting." Several new concepts are presented, several tried and true procedures are discussed, and some widely accepted procedures are discredited.

Communication Activities for Infants and Toddlers - Birth to 12 Months. Monica Devine, 1990. (535 D496).
This book gives simple, useful ideas, and suggestions for communication activities that are age appropriate to stimulate language and thinking development for infants birth to twelve months of age.

Communication Activities for Infants and Toddlers - 12 to 24 Months. Monica Devine, 1990. (535D497).
This booklet gives suggestions on how to talk to your toddler. Other major topics discussed include your toddler's developmental steps, positioning and motor ideas, and play-time activities. Also included are activities to do while dressing, feeding and bathing your toddler.

Communication Activities for Infants and Toddlers - 24 to 36 Months. Monica Devine, 1990. (535D498).
This booklet offers suggestions for creating conversations with toddlers twenty-four to thirty-six months of age. It depicts your child's developmental steps. Other information presented includes positioning and motor ideas, play-time activities and activities to do while dressing, feeding and bathing your child.

Communication Disorders in Infants and Toddlers. Frances P. Billeaud, 1998. (535B597 1998).
This book, an effective source on assessment and intervention for children with special needs, "emphasizes a multidisciplinary team approach to management and is written to optimize treatment and achieve the best possible outcomes for young patients."

Communication Intervention: Birth to Three. Louis M. Rossetti, 1996. (219.4 R731 ECI).
The topics addressed in this book "include risk factors for communication delay, enhancing interaction and attachment for children birth through 3 years of age, assessment of communication skills, general and specific communication-based intervention suggestions, and a discussion of the efficacy of services provided."

Como Favorecer las Habilidades Comunicativas de los Ninos con Sindrome de Down. Libby Kumin, 1994. (226.11 K96c 1994 ECI).
In this book, Communication Skills in Children with Down Syndrome: A Guide for Parents, translated into Spanish, an expert shares her knowledge of speech and language development in children and adolescents with Down Syndrome including information, advice, and practical home activities.

Contemporary Perspective on Early Intervention: Research to Practice. Katharine G. Butler, 1998 (325 B985 1998).
This May 1998 issue of the journal, "Topics in Language Disorders", concentrates on perspectives on early intervention with six articles by different authors about infant-toddler development from monitoring the at-risk infants, pediatric feeding, prematurity and language development to contemporary approaches to audiological assessments.

Developmental Motor Speech Disorders. Michael Crary, 1993. (219.4 C853 ECI).
This book is divided into three sections: 1. Attempts to lay the theoretical groundwork for a motolinguistic model of developmental motor speech disorders; 2. Considers the characteristics and abilities of children with developmental motor speech disorders; 3. Directly addresses the clinical management of such problems with practical suggestions for assessment and intervention strategies.

Early Communication Skills. Charlotte Lynch and Julia Cooper, 1991. (535 L991).
Provides more than 100 communication-based activities in a loose-leaf format for ease of copying. Activities promote pre-verbal skills; listening awareness of voice and sound; vocalizations; auditory and speech discrimination; auditory/visual memory and the learning of early words.

Language Development - Books (continued)

Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals.
Libby Kumin, 2003. (226.11 K96 2003 ECI).
This book "focuses on speech and language development from birth through the stage of making 3-word phrases, which is often around ages 5 or 6, but can occur later." It contains the information parents need to ensure their child meets his/her communication potential, from an explanation of the speech-language assessment to descriptions of what to expect when a child enters school, and from new checklists on evaluating and treating speech problems to numerous home activities.

Easy Does It for Apraxia-Preschool. Catherine Chamberlain, 1994. (219.4 St87 ECI).
This resource uses preschool level vocabulary, experiences, and activities to make speech practice more meaningful for the child. The Materials Book provides the masters of the materials to be used in these exercises. The Therapy Manual includes the goals and objectives with strategies, tips and activities and includes materials for tracking and record keeping.

Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies.
Carolyn Murray-Slutsky and Betty A. Paris, 2000. (203.6 M981 2000 ECI).
This book, which is intended as a source of information for parents, teachers, and other professionals, provides a holistic view of autistic spectrum disorders and the children who experience these disorders by examining the interrelationship between behaviors, mannerisms, sensory processing, motor control, speech and language, and functional skills.

Family-Centered Early Intervention for Communication Disorders: Prevention and Treatment. Gail Donahue-Kilburg, 1992. (219.4 D715 ECI).
This book is designed to provide a broad range of information on family structure and function in our multicultural society, family system characteristics and the implications for intervention, communication development in the family context, the nature and delivery of family-centered services, the requirements of P.L. 99-457, and the competencies that such services require. It also offers ways to approach planning, assessment and treatment that involve families in practical ways.

The Fragile X Child. Betty B. Schopmeyer, 1992. (201 Sch65 ECI).
This book is designed for speech-language pathologists and occupational therapists. It will assist therapists in recognizing, assessing, and planning treatment for children with Fragile X syndrome. The first section of the book, "What is Fragile X Syndrome?," provides an overview of background information necessary to understand the syndrome. Part two, "How Does the Child With Fragile X Function?," looks in detail at the characteristics of the child with Fragile X . The third section, "How Do You Approach Intervention?," explains how to plan a program for and treat the child with Fragile X in the areas of occupational therapy, speech and language therapy, and combined speech and language/occupational therapy. Part four consists of a case study of a seven year old boy with Fragile X syndrome.

A Guide to Language Development and Communication. Ronald J. Lally, 1991. (535L157).
This book contains information specifically written to help caregivers with their day-to-day efforts to support the language development and communication of infants and toddlers and their families.

How to Talk to Your Baby - A Guide to Maximizing Your Child's Language and Learning Skills. Dorothy P. Dougherty, 1999. (535D732 1999).
In this book, the author shows the reader "how to enhance your baby's language development using a system that incorporates the five proven teaching methods of naming, describing, comparing, explaining, and giving directions" into your normal routines of cooking, shopping, housework, and other tasks.

Improving the Communication of People with Down Syndrome. Mark Leddy and Lewis A Leavitt, 1999. (226.11 M648i 1999 ECI).
This book provides a framework for assessing and treating speech, language, and communication problems in children and adults with Down syndrome.

Language Development - Books (continued)

An Introduction to Developmental Disabilities: a Neurodevelopmental Perspective. Frank R. Brown and Nick Elksnin, 1992. (226.5 B813 ECI).
This book serves as an introduction to developmental disabilities and provides a background for understanding more detailed treatises on individual aspects of these children. The authors combine an interdisciplinary approach of a child with multiple areas of dysfunction and a generalist's perspective. Chapters include: 1. The Child With Developmental Disabilities: Developing a Generalist's Perspective, 2. Children With Motor Impairment, 3. Children With Cognitive Impairment, 4. Children With Speech, Language, and Hearing Impairment , 5. Children With Developmental Disabilities: Analysis and Modification of Behavior Problems, 6. Children With Developmental Disabilities: Family Issues, and 7. The Spectrum of Developmental Disabilities.

Is My Child's Speech Normal? Jon Eisenson, 1997. (219.4 Ei83 ECI).
This manual, appropriate for parents and clinicians, provides educated answers to questions about the normal development of and potential problems related to children's language. This edition addresses all major areas of a child's early speech from first cries to first words. Parents can find valuable guidelines by which they can follow their own child's spoken language. Physicians and clinicians who need to share information with parents about child language will find the text useful.

Learning Language and Loving It - A Guide to Promoting Children's Social and Language Development in Early Childhood Settings. Elaine Weitzman, 1993. (535 W439).
This guidebook is designed to help educators promote the language learning of all children, but particularly the language of those who don't communicate as well as their peers. The techniques and strategies outlined in the book are consistent with the current child-centered approach to early childhood education.

More Than Words - Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder. Fern Sussman, 1999. (535 S964 1999).
This book emphasizes the child's everyday activities as the context for learning to communicate and the importance of affect, predictability, structure and the use of visual supports to enhance learning in children with autism spectrum disorder.

The New Language of Toys - Teaching Communication Skills to Children with Special Needs: A Guide for Parents and Teachers. Sue Schwartz, 1996. (535 Sch95).
This book details a fresh, hands-on approach to using everyday toys, both store-bought and homemade, to stimulate language development in children with special needs from birth to age six. When parents and teachers follow the book's creative activities and toy dialogues, playtime becomes a fun, exciting, educational experience.

Reference Manual for Communicative Sciences and Disorders: Speech and Language. Raymond D. Kent, 1994. (219.4 K37r 1994 ECI).
The objective of this book was to gather in one volume various types of information from a number of published sources that are relevant to the contemporary understanding of speech and language. The compilation of this information represents a significant part of the knowledge base pertinent to research and clinical practice in speech-language pathology.

Right from the Start: Behavioral Intervention for Young Children with Autism: A Guide for Parents and Professionals. Sandra L. Harris and Mary Jane Weiss, 1998. (203.6 H316 1998 ECI).
This guide shows how early behavioral intervention can benefit young children with autism and related disorders, especially in the first years. Examples show how speech and language, social, motor, and adaptive skills can be broken down and taught through a system of repetition, reward, and goal adjustment. Also covered are curriculum, professional's roles, parent involvement, inclusion, and the pros and cons of a home-based vs. center-based program.

Language Development - Books (continued)

The Social World of Children Learning to Talk. Betty Hart and Todd R. Risley, 1999. (535 H325s 1999).
This book retells the story of reliability-tested data in a fascinating account of how children's practice of speech, as shaped by family interaction, affects learning to talk. This book charts the month-by-month growth in children's vocabulary, utterances, and use of grammatical structures and describes the conversation and changing patterns of parent-child interaction as the children's contribution to those exchanges increases.

Supporting Language Learning in Everyday Life. Judith Duchan, 1995. (535 D856).
This book introduces a situated pragmatics approach to teaching school-aged children language, drawing on principles and findings from similar approaches long used with toddlers. Duchan reviews the history of pragmatics, then explores how everyday situations can be used to help children acquire language.

Teaching Language-Deficient Children: Theory and Application of the Association Method for Multisensory Teaching. N. Etoile DuBard and Maureen K. Martin, 2000. (219.4 D813 2000 ECI).
This book presents the Association Method as originally developed and applied by Mildred McGinnis to help children with language problems. It includes structural guidelines on curriculum and specific reinforcement activities for multisensory teaching.

Language Development - Videos

A Baby's World - The Language of Being - Ages 1 to 2 Years. 60 minutes. (525.3 B115 1994).
Even though human babies are less mature at birth than other species, they quickly challenge their surroundings in an amazing display of both physical and verbal skills. Watch as children immediately learn to grasp objects and turn them into tools while learning the strategies to make them work.

Assessing Infants and Toddlers - A Family Focus. 175 minutes. (520H414).
A taped live interactive video conference on assessing infants and toddlers. It focuses on various approaches of assessment and risks of hearing impairment, feeding/oral motor assessment, social communicative assessment, family assessment, biological risks, environmental risks, combined biological and environmental risks, and unknown risks.

Early Use of Total Communication - Parents' Perspectives on Using Sign Language with Young Children with Down Syndrome. 22 minutes. (226.11 G442 1991).
To overcome the obstacle of slow communication development in children with Down syndrome many parents and professionals are using a total communication approach which combines speech with sign language. On this tape parents speak candidly about their initial fears as well as the benefits and drawbacks of using total communication with their child.

Enhancing Communication Abilities of Infants and Toddlers with Disabilities Through Parent Programming. 105 minutes. (535W643).
Jeanne Wilcox presents a video teleconference on language development with infants and toddlers. She addresses three questions: What should be done? When should it be done? and How? Many professionals who work with language development are unprepared to work with pre-language children who are at-risk for language delays. She discusses assessment and intervention techniques.

Language Development - Videos (continued)

Infancy - Beginnings in Cognition and Language. 29 minutes. (530M273).
The young infant uses both sensory and perceptive capabilities for early learning. These and innate reflexes are utilized to embark in discovering the world. The child continues learning by adapting new skills of looking, mouthing, handling and manipulating objects. Other means of acting with people and objects around the child soon come into play. By the first birthday the child uses a variety of actions to satisfy an unleashed curiosity. The child will soon master the foundations of language and use its base of words and gestures with interactions with parents. The infant has the ability to listen and gradually understand the sounds, meaning and rule system inherent in language.

Language is the Key - English with Captions. 43 minutes. (535N899 2002).
These videos in English with closed captions address "the needs of professionals and paraprofessionals who work with young children with language disorders. This set is particularly helpful for programs that serve children from linguistic minority backgrounds and their families. The program and strategies are also appropriate for teachers and parents of children who are typically developing (2-4 age range)." "Talking and Books" uses picture books to increase language while "Talking and Play" uses play to increase language.

Language Development. 30 minutes. (535Z29).
The development of communication skills is most critical during a child's early years. Yet speech is actually a complex physical act. This video addresses the fact that speech development is sequential, with each step dependent on what went before. It focuses on what those steps are; the special challenges for developmentally disabled children; and some resources and techniques that parents can use to encourage speech and language development.

Smalltalk. 18-22 minutes. (535G569a - 535G569e).
"Smalltalk" is a series of 6 videos that illustrate how daycare providers, preschool teachers, ECI specialists, and parents can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully.

Speech and Language Delays - What Do They Mean for Your Child? 13 minutes. (535W655).
This video briefly outlines the development of communication skills in the first three years of life. The warning signs and possible causes of a delay in speech and language development are discussed. The screening process and benefits of early identification of speech and language delays are illustrated. The evaluation process used to diagnose such delays and various avenues of treatment are described.

CD SpeechTeach 2000. (219.43 S497 2000).
This CD "teaches and encourages both children and adults with language delays to talk about things...it creates an interactive environment that helps people learn language in a comfortable, fun style." It allows the teacher or parent to identify an individual student's needs and select the words to be learned.

Language Development - Children's Books

Sarah's Surprise. Nan Holcomb, 1990. (805.1 H).
Six year-old Sarah, who is unable to talk, has used a picture board to communicate, and is now ready for an augmentative communication device. Sarah who wants to be able to sing at birthday parties surprises everyone with the help of her speech therapist.

Language Development - Selected Websites

Texas Speech-Language-Hearing Association: Their purpose is to assist speech-language pathologists and audiologists, encourage research about the processes of human communication, and promote prevention of disorders of human communication, among other things. See http://www.txsha.org/index.html

American Speech-Language-Hearing Association. Although many parts of the website are for members only, they have a section for students and for the general public. It contains information on hearing loss and support groups for persons with hearing loss. See http://www.asha.org/default.htm

More links to information and resources about speech and communication disorders are available at MedlinePlus, a website of reliable information provided by the National Library of Medicine. See http://www.nlm.nih.gov/medlineplus/speechandcommunicationdisorders.html

The Department of Hearing and Speech Sciences at Vanderbilt University provides diagnosis, treatment and conducts research on communication and related disorders: hearing, speech, language or cognitive problems that impair an individual's ability to communicate. See http://www.vbwc.com/dhss.html

Research is also being conducted at the Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill. See http://www.med.unc.edu/ahs/sphs/research_new.htm

New Books

An Activity-Based Approach to Early Intervention, 3rd edition. Kristie Pretti-Frontczak and Diane Bricker, 2004. (556 B762 2004 ECI).
This book provides child-directed techniques and ready-to-use forms to assist teachers and interventionists to individualize goals and objectives, match developmental levels, plan and execute program schedules and activities, and monitor child progress over time.

The Autism Encyclopedia. John T. Neisworth and Patricia Wolfe, 2005. (203.6 N416 2005 ECI).
This book is a guide to the wide range of terminology related to autism spectrum disorders. More than five hundred entries are included. Appendices contain a list of screening and assessment tools and a list of organizations.

Caring for Your Baby and Young Child: Birth to Age 5, 4th edition. American Academy of Pediatrics, 2004. (525 Sh44 2004 ECI).
This book, which contains the medical and parenting information parents and caregivers need to know to answer their questions, gives advice on child rearing from preparing for childbirth to nurturing the child's self-esteem. Information on common childhood health problems, as well as short descriptions of developmental disabilities, is also included.

Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families, 3rd edition. Eleanor W. Lynch, 2004. (275 L987d 2004 ECI).
This updated edition offers practical advice for working with children and families of diverse heritage. With insight from their own racial, cultural, and linguistic backgrounds, the chapter authors contribute wisdom about the influence of different cultures on people's beliefs, values, and behaviors. Their knowledge helps professionals learn how to embrace diversity in intervention services and foster respectful and effective interactions with people of many cultures. The third edition includes a chapter on South Asian roots and an expanded discussion of Middle Eastern roots.

The Developmental Systems Approach to Early Intervention. Michael J. Guralnick, 2004. (325 G978 2004 ECI).
This book presents a model to guide programs for children from birth to 5 years of age. Readers learn the importance of applying a developmental systems framework to early intervention, integrating the services of various agencies and maximizing inclusion in home and community life. Best practices from the United States and other countries are included.

New Books (continued)

Grandparenting with Love and Logic: Practical Solutions to Today's Grandparenting Challenges. Jim Fay and Foster W. Cline, 1994. (271.53 F282 1994 ECI).
Sensible, practical solutions based on the love and logic philosophy are offered in this book to overcome a variety of challenges that grandparents may face with their grandchildren and adult children.

Love and Logic Magic for Early Childhood: Practical Parenting from Birth to Six Years. Jim Fay and Charles Fay, 2000. 515 F282 2000 ECI).
This book uses simple and practical examples to show how to put love and logic principles into practice. Parents will learn how to guide their children into becoming confident, responsible adults.

Love and Logic Solutions for Kids with Special Needs. David Funk, 2002. (556 F982 2002 ECI).
This book uses hundreds of stories and examples to help educators and parents use the love and logic approach when teaching or parenting students with special needs. The book has four parts: setting the foundation, applying love and logic, the human factor and implementing behavioral interventions.

Parenting with Love and Logic: Teaching Children Responsibility. Foster W. Cline, Jim Fay and Tom Raabe, 1990. (540 C641 1990 ECI).
The love and logic approach to parenting helps parents raise children who are self-confident, motivated and ready for the real world. Children learn responsibility and the logic of life by solving their own problems. Parents win because they no longer have to resort to anger, threats, nagging or exhausting power struggles.

Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children. Sarah Landy, 2002. (540 L264 2002 ECI).
Nine critical aspects of social and emotional development in children from birth to six years of age are covered in this comprehensive reference for anyone working with children. Aspects covered are a sense of "body self," including body control and a positive body image; attachment to caregivers; play and imagination; language and communication; self-esteem; morality and conscience; emotion regulation; concentration, planning and problem solving; and social competence or empathy.

Reflections from a Different Journey: What Adults with Disabilities Wish all Parents Knew. Stanley D. Klein, 2004. (263.1 R332 2004 ECI).
This book is a compilation of essays written by adults with many different disabilities: cerebral palsy, Down syndrome, autism, learning disabilities, deafness, blindness, mental illness, developmental disabilities, spina bifida, muscular dystrophy, attention deficit hyperactivity disorder and more. The authors were asked to write about something they wished their own parents had read or been told while they were growing up.

Steps to Independence: Teaching Everyday Skills to Children with Special Needs. Bruce L. Baker and Alan J. Brightman, 2004. (525 B167 2004 ECI).
This book presents step-by-step directions for parents to teach essential life skills to their children with disabilities. This edition begins with an overview of teaching methods, then gives a more detailed guide to teach seven skills: get-ready, self-help, toilet training, play, self-care, home care and functional academic. Suggestions are made to manage behavioral challenges, strengthen partnerships with teachers and to use technology as a source of information and support.

The Visit: Observation, Reflection, Synthesis for Training and Relationship Building. Annette Axtmann and Annegret Dettwiler, 2005. (320.64 A972 2005 ECI).
This book provides in-service training for direct care practitioners who work with children and families. Direct observation, reflection and synthesis guide the direct care practitioner and his or her supervisor who work together as a team. The team follows structured protocols for children 2-36 months of age and develops a picture of the child within his or her family and social-cultural community. Included are guides for eight age ranges.

New Videos

A Child with Special Needs. 27 min. (VT2503 – video or DD0001 -DVD).
This video provides information on the following topics: what to do when you find out that your child has a special need; moving from confusion and grief to acceptance and empowerment; finding answers and getting help; speaking up as your child's best advocate; the importance of looking beyond the diagnosis; and focusing on your child's unique strengths. Part of the I Am Your Child series.

Getting from Here to There: Supporting the Positioning, Turning and Transferring Needs of Children and Adults with Disabilities. 61 min. (VT0604 - video).
This video is intended to be used by anyone serving children or adults with disabilities, including those with developmental disabilities. It covers the basics of movement; basic principles of body mechanics; positioning; guidelines for turning; and transfer techniques.

Un Nino con Necesidades Especiales. 28 min. (VT2504 - Spanish video).
This is the Spanish language version of A Child with Special Needs. This video provides information on what to do when you find out that your child has a special need; moving from confusion and grief to acceptance and empowerment; finding answers and getting help; speaking up as your child's best advocate; the importance of looking beyond the diagnosis; and focusing on your child's unique strengths. Part of the I Am Your Child Series.

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Early Childhood Report - June 2005

Children With Special Needs & Their Families

Volume 16, Issue 6   June 2005

Will proposals in Congress diminish parent involvement in your programs?

Lawmakers, advocates clash over role of parent-majority policy councils

Many changes are likely to arise from **Head Start** reauthorization, but one that may most impact your local programs deals with the role of policy councils.

At issue is the proposed language in the **House** and **Senate** bills, both of which have passed their respective committees.

Some believe **Congress'** efforts to reauthorize Head Start would diminish the authority of local policy councils — of whose membership 51 percent must be parents — by making them advisory groups to the governing boards that oversee grantees.

Congressional staff disagrees.

HEAD START
Find out:
● What advocates say about reauthorization proposals.
● Why a top official's resignation is still a mystery.
● Who wants to allow religious hiring for Head Start grantees.
● What the new Impact Study found, and who is spinning the results. **Pages 8-10**

Educate state officials about education, community needs of young children

School readiness indicators provide insight for Virginia leaders

Developing school readiness indicators could be a way of educating your state agencies about early childhood needs, leading to quick and productive policy change for large and small districts. It worked in Virginia.

INSIDE
Read how a Virginia task force develops school readiness indicators; find out what indicators Colorado uses to determine readiness. **Pages 4-5**
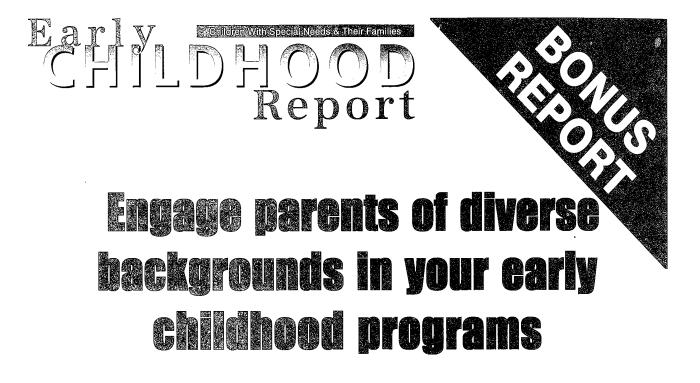
Developing school readiness indicators helped state leaders there see beyond localities to understand how issues such as asthma rates influence students' school readiness in both rural mountain and sprawling urban areas. A team met for two years and developed research-based indicators and a policy agenda based on findings from the indicators. Early childhood officials said the result of such efforts was a more educated group of stakeholders in Virginia who understood family, community and education issues that play a role in preparing all young children for school.

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Early Childhood Report - June Bonus Report

Early CHILDHOOD Report
Children With Special Needs & Their Families

BONUS REPORT

Engage parents of diverse backgrounds in your early childhood programs

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Early Childhood Report - July 2005

Early CHILDHOOD Report

Children With Special Needs & Their Families

Volume 16, Issue 7   July 2005

In This Issue

Do all you can to ensure educators buy into research-based programs

Buy-in, hands-on efforts can make reading programs successful

Students' long-term reading gains often result from a change in how teachers teach. But changing the individualized reading intervention your staff provides can be difficult, said **Claiborne Barksdale** with the **Barksdale Reading Institute** in Mississippi. The institute has a comprehensive means of diagnosing the individual reading problems of students in kindergarten through third grade.

> **LITERACY**
> Find tips and goals for reading programs as well as upcoming early reading program grants. **Page 4**

The effectiveness of school reading programs is an increasingly hot topic in light of **NCLB** and **IDEA** mandates requiring scientifically proven programs. Under the proposed regulations implementing the new IDEA, districts would refer a child for an evaluation to determine if he needs special education and related services only after it has been documented that he has not made adequate progress when provided appropriate, high-quality, research-based instruction in general education.

(See **READING** on page 4)

Head Start advocates fear changes for parents of children with special needs

National **Head Start Association** President **Sarah Greene** said the nonprofit group has made progress in informing senators about reauthorization language that appears to weaken the role of parent-majority policy councils.

> **INSIDE**
> Understand why advocates say reauthorization language may weaken parent involvement; find out how you can share your Head Start collaboration success stories. **Page 8**

But with floor votes imminent in both houses of **Congress**, some Head Start advocates continue to express concern that reauthorization language could negatively impact parents of students with special needs.

Both reauthorization bills — particularly the **Senate** bill — would diminish parents' voices, and therefore damage the program, advocates said. But they could hurt parents of children with special needs more than parents of typical children.

Head Start teaches parents on the policy council that their opinions matter, said **Dan Rice**, a Head Start parent of a child with special needs, and a member of the NHSA board.

(See **PARENTS** on page 8)

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Exchange - July/August 2005

NO. 164 ■ JULY/AUGUST 2005

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Feature Articles

Beginnings Workshop