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# ECI LIBRARY MATTERS

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October 2005

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## ECI Resources in Spanish

This month we are featuring early childhood intervention books and audiovisuals in Spanish, plus related websites.

## Spanish Language Books

**Bebés con Síndrome de Down: Guía para Padres.** Karen Stray-Gundersen, 1998. (226.11 S913b 1998 ECI).

This guide written in Spanish, for new parents and professionals, deals with varying issues. It covers daily care, family life, early intervention, special education, and legal and medical issues. This is the Spanish version of *Babies with Down Syndrome: A New Parents' Guide*.

**Charlotte Circle Intervention Guide for Parent-Child Interactions.** Mary Lynn Calhoun and Terry L. Rose, 1991. (271.5 C128 ECI).

This supplementary curriculum guide in Spanish, which is written for intervention professionals who work with young children with substantial disabilities and their families, presents the social reciprocity goals that should be reviewed by interdisciplinary Individualized Family Service Plan teams to determine their appropriateness for individual children and to suggest modifications.

**Cómo Educar A Tu Niño.** Miriam Stoppard, 2001. (515 S883 2001 ECI).

This is the Spanish language translation of *Teach Your Child*. It is a practical guide to help parents of babies and young children understand and develop their child's unique abilities.

**Cómo Favorecer las Habilidades Comunicativas de los Niños con Síndrome de Down: una Guía para Padres.** 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.

**Comprendiendo Mis Señales.** Brenda Hussey-Gardner, 1996. (242.1 H972 1996 ECI).

This booklet, written for parents of premature infants in a hospital's NICU, contains photographs of premature infants demonstrating when they are happy, when they need a change, and when they are unhappy. The English version of this book, *Understanding my Signals: Help for Parents of Premature Infants* is included along with a user's guide that will be helpful for both booklets.

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## Spanish Language Books (continued)

**Un Currículo Integrado para Preescolares.** Carmen Cintrón de Esteves, 1997. (320.11 C575 1997 ECI). This book presents an integrated preschool curriculum in Spanish for children ages three to five.

**Edades y Etapas: Un Cuestionario Completado por los Padres para Evaluar a los Niños.** Diane Bricker and Jane Squires, 1999. (525B849e 1999).

The 19 reproducible *Ages & Stages Questionnaires* (and corresponding scoring sheets) have been translated for parents and caregivers who are more comfortable working in Spanish. Implementation of the ASQ system is quick and reliable. With a reading level that doesn't exceed sixth grade and drawings to illustrate many items, a questionnaire can be completed by most parents in 10-20 minutes. Subsequent professional scoring takes approximately 1 minute.

**¡Escucha, Mamá! Cómo Criar a un Niño sin Violencia: un Manual para los Padres Adolescentes.** Ruth Beaglehole, 1999. (271.5 B365 1999 ECI).

This book, written for teen parents, is a conversation between a toddler and mother, expressing what life is like from the toddler's point of view. This book shows loving and supportive ways to teach a child about eating, sharing, using the toilet and all other things toddlers need to learn.

**Guiándose Por la Intrincada Senda de la Educación Especial: una Guía para Padres y Maestros.** Winifred Anderson, Stephen Chitwood, and Deidre Hayden, 1999. (556.1 A552 1999).

This book explains the entire special education system, from infants receiving early intervention to young adults making the transition out of high school and into the workplace; for parents, teachers, and school administrators and how to make it work for individual families.

**Háblame / Háblame II.** Linda Kekelis, 1990. (219.13 K269sp ECI).

This is the Spanish translation of the publications *Talk to Me*. These two small publications which are bound together provide a language guide for parents of children who are blind in communicating with their children to help them understand their world.

**Haga un Ruido Alegre.** Oberkottter Foundation, 2000. (219.23 O63sp 2000 ECI).

This handbook in Spanish, which contains many answers and ideas for parents who have just learned their child is deaf or hard of hearing, offers many suggestions and advice to start them on the way to learning how to survive and how to be the most help to their child. This promotes oral education methods.

**HELP at Home: Hawaii Early Learning Profile (Birth-3) Spanish.** Stephanie Parks, 1995. (555.5 P252h 1995).

This is a comprehensive collection of developmental activity sheets for professionals to give to parents who have children developing in the birth to 36 month age range. This Spanish version is translated from the original 140 pages in English.

**Masaje Infantil: Guía Práctica para la Madre y el Padre.** Vimala Schneider, 1991. (255 M133sp ECI).

Spanish translation of the book written by one of the leading practitioners of the art of infant massage in the U.S. It provides photographs to illustrate each step of the massage process as well as explaining the history and benefits of infant massage.

**Mi Nombre es Lupita y Tengo un Hijo Sordo.** Gina M Aguirre-Larson, 1996. (219.2 A284 1996 ECI).

This set contains six booklets, in Spanish, about hearing impairments. Booklet 1 - ¿Dónde Están Tus Oídos Toño?; Booklet 2 - ¿Qué Ocasiónó la Pérdida Auditiva de Toño?; Booklet 3 - Los Auxiliares Auditivos de Toño; Booklet 4 - La Pérdida Auditiva Afecta el Desarrollo Normal del Lenguaje de Toño; Booklet 5 - ¿Qué Tipo de Educación Necesita Toño?; Booklet 6 - Usted Puede Estimular el Lenguaje de su Hijo en Casa.

**Niños Autistas: Guía para Padres, Terapeutas y Educadores.** Michael D. Powers, 1999. (203.6 P888 1999 ECI).

This Spanish translation of the English version of Michael Powers' book, *Children with Autism: A Parent's Guide* introduces autism and provides information on its effects and interventions.

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## Spanish Language Books (continued)

**¡Nosotros Sí Podemos Hacerlo!** Laura Dwight, 1997. (200.8 D992SP 1997 ECI).

This is the Spanish translation of *We Can Do It!* in which six children are photographed showing what they can do even though they may be blind, have Down syndrome, Spina Bifida, or Cerebral Palsy.

**Pasos Hacia una Vida Independiente: Enseñando Habilidades Cotidianas a Niños con Necesidades Especiales.** Bruce L. Baker and Alan J. Brightman, 2002. (525 B167p 2002 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. A later edition is also available in English: *Steps to Independence*.

**Peldaños del Crecimiento: Bases para el Aprendizaje de Niños Ciegos y Disminuidos Visuales.** Betty Dominguez and Joe Dominguez, 1991. (219.13 D713 ECI).

This is the Spanish translation of *Building Blocks: Foundations for Learning for Young Blind and Visually Impaired Children*. The purpose of this book is to help families, other caregivers, and staffs of schools to meet the unique needs of preschool children who are blind and visually impaired. It includes techniques and activities that have been used successfully at the New Mexico School for the Visually Handicapped Preschool.

**¡Qué Buena Idea! El Manual para Padres y Estudiantes Acerca de los Servicios de Educación Especial en Texas.** (556Ad95sp).

The Individuals with Disabilities Education Act (IDEA) was passed to assure that all students with disabilities receive a free and appropriate public education. This manual is designed to help the parents of students with disabilities become familiar with the planning process so they can act as equal partners in planning. The manual is available in English as *What a Good Idea!*

**Qué se Puede Esperar Cuando se Está Esperando.** Arlene Eisenberg, 1996. (242 Ei83 1996 ECI).

This Spanish translation of the popular guide to pregnancy *What to Expect When You're Expecting* covers aspects of the prenatal period: pregnancy tests; choosing a caregiver; month-by-month fetal development; eating correctly; common illness symptoms; and childbirth options.

**Querida Mamá, Querido Papá: Escrito desde el Corazón de Tu Bebé.** Marie F Hafen, 1997. (515 H138 1997 ECI).

This is the Spanish version of the book *Dear Mommy and Daddy* which contains ideas to help parents make raising young children easier, more productive, and fun by presenting the suggestions of children that express their needs, wants, and concerns.

**Si su Hijo Tartamudea: una Guía para los Padres.** Jane Fraser, 1997. (219.41 F841sp 1997).

This book, the Spanish version of *If Your Child Stutters* and written for parents concerned about the speech of their young child, contains information to help them distinguish between normal disfluencies and stuttering and to give them a better understanding of the problem.

**Síndrome de Down y Educación.** Jesus Florez and Maria Victoria Troncoso, 1991. (226.11 F663 ECI).

In this book, written in Spanish, several experts in the field of education of children with Down syndrome share their ideas and present the current theories.

**Sugerencias De Su Bebé .** Cindy Baker, 1995. (655 B172 1995).

The Spanish version of *Tips for Tots*. These 20 pamphlets in Spanish are divided into four main categories: Cognition, Motor, Language and Safety are intended to be used by professionals working with the child and family as handouts for parents. These pamphlets are masters to be copied using various colors to suggest a certain age range.

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## Spanish Language Books (continued)

**La Tartamudez y su Niño: Preguntas y Respuestas.** Edward G. Conture, 1998. (219.41 C765 1998 ECI).

In this book, which is the Spanish version of *Stuttering and Your Child: Questions and Answers*, seven experts in the field of stuttering present their views and answers to most often asked questions by parents of children who stutter enabling these parents to contribute significantly to the healthy and normal development of fluency.

**Tratamiento Médico de Emergencia: para Infantes.** Stephen Vogel, 1991. (236.6 V864sp ECI).

This booklet illustrates first aid and emergency care for infants and describes what caregivers need to know to do in an emergency to keep an infant alive until medical help arrives.

## Spanish Language Videos

**Baby Basics.** 110 min. (VC4612).

A video guide to newborn care. Shows the newborn at birth. Includes instructions about physical and emotional recovery and care of the mother after birth; nursing the baby; breast care; formula preparation; bottle feeding; signs of illness; how to take the temperature; how to understand and cope with crying and baby's sleeping patterns; and the milestones of development in the baby's first few months.

**Baby's First Months.** 50 min. (VC6545).

Provides step-by-step instructions to teach new parents what to do when they bring their baby home from the hospital. Answers the most common questions parents have.

**Cómo Cargarle, Cambiar los Pañales y Vestirle.** 17 min. (555.5 H842).

Spanish-language version of *Handling, Diapering, & Dressing*, this video shows parents the safe and comfortable ways to lift, hold, and carry newborns, techniques for diapering and cleaning boys and girls, and helpful hints for dressing their babies.

**Drug Baby.** 45 min. (VT0070).

This title has been dubbed into Spanish. The accompanying guide is in English. Infants born to mothers who misused drugs during their pregnancies face challenges to their health and to the future. These babies are often premature and medically fragile. These chronic health problems may demand that the parent take extensive training in order to provide the special care that their infant may need. Having a special care infant can be overwhelming and anxiety producing, and this often leads to a feeling of inadequacy. The intent of this training program is to provide a solid base of understanding in the most frequently occurring health problems that affect the infant. The information is relevant to all medically fragile babies but the video and much of the text make specific reference to substance abusing mothers.

**¡Empieza Ya! Start Now!** 16 minutes Spanish and 17 minutes in English. (515S761).

This video shows parents that from birth children need to be enriched through reading, communication, music, and play every day. These powerful activities form billions of connections in the infant's brain. The infant's brain develops fastest during the first three years of life, and this critical parental involvement improves the child's ability to learn throughout life. The first half of the video is in Spanish and the second half repeats the pictures but is spoken in English.

**Essential Connections: Ten Keys to Culturally Sensitive Child Care: Spanish Version.** 36 min. (VT 0313 AO).

Culture is the fundamental building block of identity. Through cultural learning, children gain a feeling of belonging, a sense of personal history, and a security in knowing who they are and where they come from. This video recommends ways to structure and run child care programs to strengthen children's connections with their families and their home culture. This is the Spanish version; also available in English.

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## Spanish Language Videos (continued)

**Functional Vision: Learning to Look.** 18 min. (219.1 D149sp).

This video, in Spanish, shows examples of what it is like to see with different visual impairments. It reminds the viewer that parents are often the first to notice problems and progress, and covers information parents and educators need to know about visual skills. The program discusses 1) the six voluntary visual behaviors we use to see; 2) how vision develops; 3) ways to use color and contrasting backgrounds; 4) the relationship between the eye and the brain; and 5) how typical times and places can be used to practice looking behaviors. Also available in English.

**Haciéndose Cargo: La Coordinación de Servicios Centrados en la Familia.** 30 min. (325F873).

A Spanish version of *Taking Charge: Family-Centered Case Management*, this video presents a pilot training program for families who have children with developmental delays aged birth through three years.

**El Lenguaje es la Clave: El Hablar y los Libros; El Hablar y el Jugar.** 20 min. and 23 min. (535N899s 1998).

This video-based early language development program is designed for teachers and Spanish speaking parents of children with language disorders. *El Hablar y el Jugar* uses play to increase language while *El Hablar y los Libros* uses picture books to increase language.

**Un Niño con Necesidades Especiales.** 28 min. (VT2504).

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. This is part of the I Am Your Child Series.

**Nuestras Familias: Las Satisfacciones y Retos al Crear a Un Niño Con Incapacidades y Desarrollos Lentos.** 28 min. (271.3 F21).

This video shows three Hispanic families as they talk about their experiences, challenges and feelings in raising young children with developmental delays. Two of the families have children with cerebral palsy and seizures and one has a child with Down syndrome. They talk openly about their reactions to hearing the diagnosis, interactions with other family members, medical staff and the community. Each couple is interviewed together and individually as they discuss their concerns and satisfaction in dealing with children with special needs.

**Nuestros Abuelos: Enriquecimiento Familiar.** 30 min. (271.53 F819).

This video, hosted in Spanish by Don Francisco, provides ideas for making the most out of the grandparent relationship.

**Parenting Children with Special Needs: Spanish Version.** 28 min. (555.5 W135 1995).

In this video several educators and a social worker present ways to promote positive parental involvement of parents of children with special needs. Parents discuss their real life situations and the narrator and experts present ways to prevent or modify the frustration parents experience. The booklet is in English.

**Parents' Views of Living with a Child with Disabilities** 27 min. (VT0068).

This Spanish language version features candid interviews with parents of children with disabilities, the parents share daily conflicts and frustrations they experience. The parents also explain their dilemmas and difficulties in dealing with professionals in the health care field.

**Pediatric Massage for the Child with Special Needs.** 59 min. (VT0183).

(Tape contains both English and Spanish versions). Massage introduces many physical, social and somatosensory benefits for children. It facilitates developmentally appropriate adaptive responses, and prompts parent-infant interaction. This tape shows how to adapt the massage to the needs of the child.

**Los Primeros Años Marcan Para Siempre.** 30 min. (555.5 E79).

This video, the Spanish version of *The First Years Last Forever*, is designed to help new parents and caregivers understand the new brain research and the vital importance of their relationship with the infant during the critical first years of life.

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## Spanish Language Videos (continued)

**Promoviendo el Aprendizaje a Través de la Interacción Activa.** 27 min. (551C518SP 1999).

This video, which is the Spanish version of *Promoting Learning Through Active Interaction* (PLAI) shows real life interactions between young children with multiple disabilities and their families in natural settings. It demonstrates to students, practicing professionals, and families the techniques and goals described throughout the PLAI program, such as understanding children's cues, identifying preferences, establishing predictable routines, establishing turn taking, and encouraging initiation.

**Your Baby and You: Understanding your Baby's Behavior.** 25 min. (VT0169).

Infants in neonatal care units, whether low-birth weight or full-term, can offer you signals about how they are feeling. This video shows and explains some of those signals. This video offers the same program in English and in Spanish.

## Spanish Language Kits

**¡1, 2, 3, 4 Padres! Técnicas Efectivas para los Padres de Niños de 1 a 4 Años de Edad.** 30 min. (555.5 P112 1998).

This kit, in Spanish, presents information which will help to educate parents about young children's behavior and needs, about the complex job of parenting, and about themselves.

**Guía Portage de Educación Preescolar.** (560 B658 1995).

The Portage Guide to Early Education, Spanish Version, was developed to serve as a guide to teachers, aides, nurses, parents and others who need to assess a child's behavior and plan realistic curriculum goals that lead to additional skills. The checklist and card file can aid in assessing present behavior, targeting emerging behavior, and providing suggested techniques to teach each behavior. This kit focuses on five developmental areas and infant stimulation: self-help, motor, socialization, language and cognitive skills. The materials were designed for use with children between the ages of birth and six years.

## Spanish Language Web Sites

The **National Dissemination Center for Children with Disabilities** provides a website in Spanish at <http://www.nichcy.org/spanish.htm>. It provides information on disabilities in infants, toddlers, children, and youth; IDEA, which is the law authorizing special education; No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices.

**MedlinePlus** offers reliable consumer health information in Spanish at <http://medlineplus.gov/spanish/>. It includes such topics as el autismo, síndrome de Down, crianza de los hijos and much more.

**Los Trastornos Genéticos y Enfermedades Raras** is located at <http://www.noah-health.org/es/genetic/> and contains full-text information in Spanish about many different congenital disabilities.

# Early CHILDHOOD Report

Children With Special Needs & Their Families

Volume 16, Issue 10      October 2005

## In This Issue

### VISION

Address eyesight screenings to prevent sight-related learning difficulties in young children; learn what the Vision Council of America says are the telltale signs of poor vision.

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## Understand reauthorization bills as vote nears on Senate floor

Now that the **House** bill has passed, the **Senate** version of the **Head Start** reauthorization bill, S. 1107, is expected to come to the floor this month. It could impact parent involvement and teacher requirements in your local programs.

A Capitol Hill lobbyist who follows Head Start said the faith-based hiring amendment, which so far has not found a sponsor on the Senate side, could be a major sticking point between the two versions. The House bill would allow faith-based organizations that run local programs to hire staff based on religious affiliation.

The Senate bill passed the **Health, Education, Labor and Pensions Committee** without a faith-based amendment. But that does not mean a senator won't offer one on the floor, the lobbyist noted.

The second main sticking point with the Senate bill will be a proposal to boost the qualifications of Head Start teachers by aligning them with state

(See **CONGRESS** on page 6)

## HEAD START

Find out how the House and Senate bills differ; understand what faith-based hiring could mean to your programs. **Pages 6-7**

## Provide ongoing support, accommodations to students relocating after storms

With students from the Gulf Coast relocating across the country, you should work to remove barriers so children displaced by recent hurricanes can enroll in schools and receive the services they need.

### HURRICANE RELIEF

Find how you can identify and address students' storm-related behaviors and accommodate evacuees; learn what federal officials are saying about relief aid reimbursement. **Pages 3-5**

The **McKinney-Vento Assistance Act** requires school districts to immediately enroll students, even without the records they normally require, such as disability documentation, birth certificates, immunization records and school transcripts.

According to the new IDEA, the receiving district is required to provide FAPE to homeless children who change districts during the school year. This includes providing services comparable to those described in previous IEPs, in consultation with parents.

While most relocated children probably don't have their IEPs, school districts can conduct new evaluations and develop new ones.

(See **STORM AID** on page 3)

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