ECI Library Matters

December 2008

Early Childhood Intervention — Help Starts Here

TEXAS Department of Assistive and Rehabilitative Services

DARS Inquiries: 1-800-628-5115
DARS Website: www.dars.state.tx.us

ECI Library Matters is available electronically at:
http://www.dars.state.tx.us/ecis/resources/librarymatters/

Contact Information

Texas Dept. of State Health Services
Audiovisual Library

(512) 458-7260
Toll-free: 1-888-963-7111 ext. 7260
Fax: (512) 458-7474
E-mail: avlibrary@dshs.state.tx.us

Hours: Monday-Friday, 7:30-5:00

Physical Location:
1111 North Loop Blvd.
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
P.O. Box 149347, MC 1975
Austin, TX   78714-9347

Library Web site:
http://www.dshs.state.tx.us/avlib/default.shtm

Library Catalog:
http://www.texashealthlibrary.com

Child Care and Head Start

This issue features library resources useful for child care workers and Head Start providers.
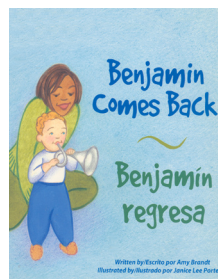
Child Care - Books

The ABC's of Safe and Healthy Child Care: A Handbook for Child Care Providers. 1996. (320.11 A134 1996 ECI).
This booklet includes information on how disease is spread and recommends policies and practices that will help prevent disease, injury, and environmental exposure in child care centers.

All Kids Count: Child Care and the Americans with Disabilities Act. Libby Doggett, 1997. (104.12 D677).
This guide is designed to help child care providers successfully include children with disabilities in child care environments in compliance with Title III of the ADA. It offers an overview of the law, as well as practical solutions to common problems and advice to ensure success in caring for children with disabilities.

Benjamin Comes Back: Benjamin Regresa. Amy Brandt, 2000. (805.1 B821 2000 ECI).
Benjamin misses his mother after she drops him at child care, but thinking about coming back tomorrow reassures him that she will come back as well.

Bright Ideas Special Needs: Caring for Infants and Toddlers with Special Needs. Staisey Hodge, 1999. (325 H688 1999 ECI).
This booklet provides answers to the questions caregivers might have about what services the disability law states must be available to all infants and toddlers with special needs.

Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice. J. Ronald Lally, 1995. (320.11 L211 1995).
Child care specialists learn about development in the first three years of life, components of quality infant and toddler child care and group care in context. Illustrations of appropriate practices and developmental milestones are provided.

Child Care - Books (continued)

Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. 2002. (320.11 A512 2002 ECI).
These standards for out-of-home child care programs represent a consensus of the various disciplines involved with child care. Standards are put forth regarding staffing, program activities, health promotion, nutrition, facilities, infectious diseases, administration and licensing. Guiding principles are provided for serving children who are eligible for services under IDEA. See http://nrc.uchsc.edu/CFOC/.

Child Care and the ADA: A Handbook for Inclusive Programs. Victoria Youcha Rab, 1995. (104.12 R112 ECI).
This book, which begins by explaining the law, provides step-by-step instructions for evaluating a child care center in terms of its accessibility and for developing a targeted compliance plan. It contains case scenarios, sample action plans, and convenient worksheets and checklists to simplify the process.

The Child Care Provider: Promoting Young Children's Development. Carol S. Klass, 1999. (320.11 K63 1999 ECI).
This hands-on resource examines the critical relationship between child care providers and the young children they care for and teach.

Childspace. Jane C. Warren, 1992. (320.11 W2 1992 ECI).
This curriculum and accompanying program guide are based on Magda Gerber's respectful approach. Caregivers are encouraged to explore their attitudes, feelings and ideas about caring for children. They are also encouraged to develop effective, respectful and harmonious ways of dealing with children.

Circle of Love: Relationships between Parents, Providers and Children in Family Child Care. Amy C. Baker, 1998. (320.11 B167 1998 ECI).
This book addresses the emotionally charged issue of love between children and their child care workers. It is based on real-life interviews to demonstrate how everyone benefits when parents and child care providers redesign the family circle to include them all and surround the child with love.

Complete Resource Book for Infants: Over 700 Experiences for Children from Birth to 18 Months. Pam Schiller, 2005. (525.2 S334c 2005 ECI).
This book features hundreds of activities designed for infants from birth through 18 months. They maximize learning and development in the areas of language, physical, social-emotional, and cognitive growth. The activities can be used individually or grouped together to focus on a specific skill.

Critical Issues in Early Childhood Professional Development. Martha Zaslow and Ivelisse Martinez-Beck, 2006. (325.2 Z38 2006 ECI).
This book defines professional development for early childhood professionals. It examines research across a range of settings including Head Start, public preschools, private programs and looks at ways to measure the size and characteristics of the early childhood workforce.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education: A Comprehensive Guide for Practical Application. Susan Sandall, 2005. (325 S213d 2005 ECI)
This book contains all the helpful information found in DEC Recommended Practices, plus real life examples and practical tips for implementation. It includes strategies for program assessment and improvement, useful checklists for parents and administrators, and an annotated list of relevant resources.

The Early Care and Education Community Collaborative Tool Kit: A Collection of Activities to Support Collaboration and Early Care and Education. Patty Molloy, 1997. (320.65 M738 1997 ECI).
This guide will help in developing collaborative efforts to improve the quality of services for children and families. Chapters include: Getting Started; Organizing Great Meetings; Building the Team; and Developing a Written Agreement.

Child Care - Books (continued)

Educating and Caring for Very Young Children: The Infant/Toddler Curriculum. Doris Bergen, 2001. (560 B494 2001 ECI).
This book presents developmental concepts of infants and toddlers to help train adults and teachers to design environments capable of melding education and care into a unified process. It includes the real life experiences of 24 families who share the stories of their children's development.

Handbook and Instructor's Guide for the Care of Infants, Toddlers, and Young Children with Disabilities and Chronic Conditions. Marilyn J. Krajicek, 1997. (320.11 K89h 1997 ECI).
This program helps to prepare paraprofessionals to care for young children with disabilities and chronic conditions and to meet their special needs in child care settings. It also describes chronic conditions and illnesses that may be encountered in a child care setting.
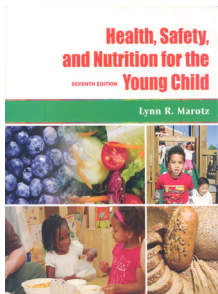
Health, Safety, and Nutrition for the Young Child. Lynn R. Marotz, 2009. (320.11 M355h 2009 ECI).
This textbook discusses the importance and interrelationship of health, safety and nutrition for children to grow up safe and healthy. It then discusses each dimension (health, preventing accidents, and food and nutrition) in more detail. The CD-ROM contains the forms found in the book in both Microsoft Word and Adobe PDF formats.

Inclusive Child Care for Infants and Toddler: Meeting Individual and Special Needs. Marion O'Brien, 1997. (320.11 O13 1997).
This book provides a blueprint for creating child care environments that serve all children. It gives advice on working with parents as partners, organizing inclusive infant-toddler care, using responsive teaching techniques, and managing activities of daily living.

Infants and Toddlers in Out-of-Home Care. Debby Cryer, 2000. (320.11 C956 2000 ECI).
This book presents information needed to develop quality out-of-home care for children.

Key Facts: Essential Information about Child Care, Early Education, and School-Age Care. 1999. (320.11 C536 1999 ECI).
This briefing book includes fact sheets on child care, early education and school-age care and information on major policies and programs relevant to the education of young children in these settings.

Learning Games: The Abecedarian Curriculum. Joseph Sparling and Isabelle Lewis, 2006. (655.2 S736 2006 ECI).
This curriculum provides instructions for fun activities to support and guide cognitive, social, emotional and physical development. It can be used in preschools, group child care, family child care homes, parent groups, and home visitation.

NAEYC Accreditation: A Decade of Learning and the Years Ahead. Sue Bredekamp, 1996. (325.5 B831 1996 ECI).
This book addresses three broad themes: (1) accreditation's effects on program quality and outcomes for children, (2) lessons learned from accreditation initiatives, and (3) the relationships between accreditation and public policy.

Natural Environments and Inclusion. Susan Sandall, 2000. (557 S213 2000 ECI).
This monograph discusses the importance of natural environments and inclusion of children with disabilities in settings such as child care centers and preschools.

Part of the Community: Strategies for Including Everyone. Jan Nisbet and David Hanger, 2000. (323 N723 2000 ECI)
The authors review community options in the care and education of young children. They discuss common roadblocks and alternate paths to building inclusive communities.

Child Care - Books (continued)

Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources. Pamela J. Winton, Jeanette A. McCollum, and Camille Catlett, 2008. (560 P898 2008 ECI)
This book provides an organized and accessible format for building quality and qualifications into professional development programs for early childhood educators. It discusses how to create effective professional development opportunities. It reflects cultural and linguistic diversity and discusses how to work with parents. It shows how to create inclusive settings and learning environments. It helps administrators develop policies that will ensure quality early childhood education.

Preschool Inclusion. 1999. (557.1 C377 1999 ECI).
This book provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. It contains forms and case studies that may be copied for pre-service and in-service educators, Head Start personnel, and child care providers.

Putting Children First: Visions for a Brighter Future for Young Children and Their Families. Elizabeth Erwin, 1996. (100.4 Er94 ECI).
This text is an effort to document and analyze critical issues faced by young children and their families such as poverty, family violence, substance abuse, health care and child care.

Simple Transitions for Infants and Toddlers. Karen Miller, 2005. (320.11 M648 2005 ECI).
This book for teachers who work with infants and toddlers offers more than 400 tips, ideas and easy-to-do activities. It offers ideas to help young children move smoothly through the day and will give teachers a deeper understanding of the developmental stages of infants and toddlers.

So This Is Normal Too? Debbie Hewitt, 1995. (540 H611s 1995 ECI).
This book includes a description of sixteen challenging behaviors and provides child development information on each behavior, especially for the teacher and parent. It includes forms that can be used to create action plans to help improve any child's behavior. Included are subjects like separation anxiety, toilet training, finicky eating, temper tantrums, turn taking, tattling and more.

Taking on Turnover: An Action Guide for Child Care Center Teachers and Directors. Marcy Whitebook, 1999. (320.11 W589 1999 ECI).
This workbook and guide is designed to help the teaching staff and administrators in child care centers discover how to make their center a caring place where co-workers can grow and develop as practitioners and provide the best stability and continuity for children and families.

Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings. Jacalyn Post and Mary Hohmann, 2000. (320.11 P857 2000).
This book describes the active learning High/Scope approach for very young children who are in the sensory-motor stage of development.

Together We Succeed: Building a Better System for Transitioning Preschoolers with Disabilities. Padmaja Sarathy, 2005. (556.8 S243 2005 ECI).
This practical guide presents a collaborative planning process with a multi-pronged approach to address the challenges of multiple transitions that occur in the preschool years. It provides creative ideas and strategies for developing and implementing a best-practice system to achieve smooth transitions from one service delivery model to another for preschool children with special needs and their families. This edition has been updated to reflect the changes in the 2004 IDEA law.

A Welcome for Every Child: Care, Education, and Family Support for Infants and Toddlers in Europe. Sheila B. Kamerman, 1994. (320.11 K128 1994 ECI).
This book describes the child care available to infants from birth to three years of age in Denmark, France, Italy, Finland, and England. It compares European child care to the lack of such country sponsored care in the U.S.

Child Care - Books (continued)

Who's Watching the Babies?: Improving the Quality of Family, Friend and Neighbor Care. Douglas R. Powell, 2008. (320.11 P882w 2008 ECI).
The most common source of non-parental care of infants and toddlers is care provided by family, friends, and neighbors in informal arrangements. This book reviews successful initiatives and programs that address barriers trainers face when focusing on the needs of these caregivers. It puts research into practice by offering concrete strategies to improve the quality of such care.

Head Start - Books
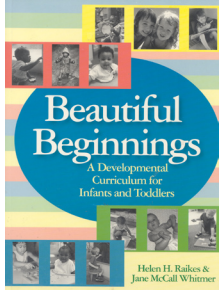
Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers. Helen H. Raikes, 2006. (525 R151b 2006 ECI).
Developed by two research consultants for Early Head Start, this extensive curriculum takes a joyful activity-based approach to enhancing the development of infants and toddlers.

Beyond the Blueprint: Directions for Research on Head Start's Families. Deborah Phillips, 1996. (557.1 B573 1996 ECI).
This report summarizes the status of the Head Start program and outlines some issues for the future. Chapters include studying Head Start's families, recognizing the diversity of participants in Head Start, examining community-Head Start collaborations, the economic landscape and extending the benefits of local innovation.

Building Supportive Communities: Training Guides for the Head Start Learning Community. 1998. (557.1 E24b 1998 ECI).
This guide offers information and skills for strengthening Head Start as a supportive community network.

Caring for Children with Chronic Conditions. 1998. (557.1 B787 1998 ECI).
This guide provides information that staff need to make Head Start a safe and welcoming place for children with chronic conditions. Providers will understand how chronic conditions affect children and families. They will be able to assess their program's needs for policies, training and planning to better serve these children and their families.

Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion. Carol L. Paasche, Lola Gorrill and Bev Strom, 2004. (200.8 P111 2004 ECI).
This resource covers the spectrum of conditions, disabilities, syndromes and other types of developmental differences that teachers and caregivers may encounter in children from infancy through age eight. Particular emphasis is placed on finding effective ways to include children with special needs in the child care setting.

Collaboration: Because It's Good for Children and Families. 1999. (740 W811 1999 ECI).
This manual, written for Wisconsin Head Start programs and local educational agencies, addresses the need for these agencies to work together when serving young children with disabilities and their families. It offers information on getting started in the collaborative process, answers questions asked by school district personnel, and provides solutions to challenges encountered by agencies as they provide integrated services to children with disabilities. See abridged online edition at http://www.collaboratingpartners.com/CollabManDemo.pdf

Consultation in Early Childhood Settings. Virginia Buysse, 2005. (325.2 B992 2005 ECI).
Interventions for young children with disabilities are more effective when the adults involved form collaborative partnerships. That's why consultation, a systematic process to help educators, parents, and early childhood professionals work together to address concerns and identify goals, is so important. This practical handbook equips the reader with the skills needed to function as an effective consultant to educators and caregivers of children from birth through age 5, leading step by step through an 8-stage model.

Including Children with Significant Disabilities in Head Start. 1998. (557.1 E24i 1998 ECI).
Head Start programs are provided with guidance in recruiting and including children with significant disabilities and their families.

Head Start - Books (continued)

Individualizing: A Plan for Success. 1997. (557.1 A838 1997 ECI).
This technical guide is for enhancing the skills of education staff in working with Head Start families to plan and implement the program's curriculum through an individualized child development and education approach. This guide looks at screening, evaluation, planning and ongoing assessment of the individualized approach.

Infant and Toddler Transitions. 1999. (557.1 A838 1999 ECI).
Parents, staff, and managers learn how to support and facilitate infant and toddler transitions. Transitions include multiple daily transitions in routines and care, and transitions from home into and out of Early Head Start.

New Opportunities for Collaboration: A Policy and Implementation Resource and Training Manual for Head Start. 1994. (557.4 N41).
This manual provides assistance to Head Start and IDEA part B programs as they collaborate to provide services to young children and their families in their communities.

Observation and Recording: Tools for Decision Making. 1999. (557.1 A838 1999 ECI).
Head Start providers can use tools provided in this book to accurately and objectively record young children's behavior and make thoughtful decisions about program planning.

Setting the Stage: Including Children with Disabilities in Head Start. 1998. (557.1 E24se 1998 ECI).
This guide includes Head Start core values and performance standards for disabilities services, which assert that all eligible children are to receive Head Start services and be included in the full range of activities.

Supporting Children with Challenging Behaviors: Relationships Are Key. 1999. (557.1 E24 1999 ECI).
This guide offers Head Start staff a process for reflecting on their own practice, assessing difficult situations, and designing interventions through joint problem solving in order to help children with challenging behavior.

Translating the IEP into Everyday Practice: Training Guides for the Head Start Learning Community. 1998. (557.1 E24t 1998 ECI).
This guide, written for Head Start teaching teams, will build the skills of staff in effectively using the IEP to analyze and adapt the program, routines, and activities to accommodate children with disabilities.

Child Care - Videos

Career Encounters: Early Childhood Education. 29 min. 1995. (VT2070).
Why a career in early childhood education? Find out by seeing professionals at work in many roles and settings. Hear them talk about their work. This video contains powerful images of what high-quality, developmentally appropriate early childhood education looks like in action.

Countering Violence: Creating Safe Environments in Child Care Settings. 12 min. 1996. (VT2522).
This videotape describes the Partnership to Address Violence through Education (PAVE) initiative at the University of Minnesota. The PAVE program prepares early childhood professionals to deal with the effects of violence on young children. Young early childhood professionals are shown teaching children about empathy.

Deserving Another Chance: Teen Parents, Their Children and Play. 29 min. 1992. (VT2260).
This video shows young children and their teen mothers learning together at a child care center. The mothers are required to attend mandatory parenting class four times a week as well as attend school. This program addresses problems of poverty, lack of education, and violence in a multi-generational setting.

Diversity. Series. 1996. (VT0251-VT0255).
Designed to provide a framework and catalyst for discussion in early childhood training, this series was developed by a diverse group of early childhood professionals. They examine issues such as independence, interdependence, discipline, conflict resolution, toilet learning, play, and communication; and how these issues might be approached differently by people from different cultures.

Child Care - Videos (continued)

EHS NRC Infant and Toddler 1999 Distance Learning Series. Series. 1999. (VT0447; VT612-VT613).
In this distance learning series, presenters discuss the development of an infant curriculum for Early Head Start programs, and specific challenges and successes their programs have experienced

Finding Quality Childcare: What Every Parent Needs to Know. 1995. (VT1822).
This video offers guidelines for evaluating the quality of child care programs. Parents will learn what questions to ask and what to look for. They will see what quality child care environments look like and hear from child care experts about health, education, safety, and security.

The High/Scope Approach for under Threes. 2000. (VT1819).
This brief video demonstrates the High/Scope learning approach. It serves as a companion to the book *Tender Care and Early Learning*.

Just a Kid Like Me. 28 min. 1993. (VT2310).
Parents of children with disabilities often have difficulty in finding appropriate child care for them. Providers may be unprepared for or fearful of having children with special needs in their care. This video helps child care providers understand the need for inclusive care.

Helping Children Cope with Frightening Events. 25 min. 2002. (DD0185).
This program describes the reaction of children exposed to traumatic or frightening events. Child care providers will learn about changes in children's behavior and how to create a supportive environment for them. Activities are suggested that reinforce a sense of security and promote healing.

My Kind of Place: Identifying Quality Child Care for Infants and Toddlers. 26 min. 1992. (VT0280).
This video gives parents and those who work with children an overview of the issues faced by parents in choosing high-quality early childhood care and education. It takes a behind-the-scenes look at quality child care homes and centers in action, and features parents talking about their experiences in choosing child care. Also, teachers and providers discuss which ingredients are most important to making quality care happen.

Natural Environments: Linking to the Community. 200 min. 1998. (VT1902).
Pat Trohanis discusses inclusion of infants and toddlers with disabilities in child care centers in this May 1998 distance learning broadcast.

Passages: Providing Continuity from Preschool to School. 32 min. 1995. (VT2298).
This video uses examples from child care programs, Head Start programs, and public schools to illustrate key concepts of transitions that promote school success for young children.

Promoting Children's Social Competence: A Guide to Family Child Care Providers. 23 min. 2007. (DD0119).
This DVD contains three sections: Setting up the Environment to Support Social Development; Guiding Children's Behavior; and Understanding and Dealing with Challenging Behavior. This program gives child care providers tips on how to teach children to cooperate, play positively, share and take turns.

Quality Child Care. 30 min. 2005. (DD0040).
In this DVD, host Maria Shriver explains the importance of quality child care. The right child care will nurture a child's healthy development. Parents are told what to look for and the right questions to ask in choosing child care. Communication with the caregiver is essential. This DVD is also available in Spanish as *Cuidado Infantil.*

Reducing the Risk : An Educational Program for Controlling Infectious Disease in Child Care Settings. 1994. (VT0126).
This program covers infectious disease prevention and control guidelines and promotes safe and sanitary child care settings. The training can be used with a group or individually.

Child Care - Videos (continued)

Successful Kids: Emotional Needs of Parents and Children. 83 min. 2003. (VT2523).
This videotaped training session focuses on understanding the emotional needs of parents and their young children. Julie Ribaudo lectures about reflective supervision and practice in this program intended for child care workers.

Head Start - Videos

Getting Together: A Head Start School District Collaboration. 25 min. 1996. (VT0511).
Sharing their philosophy of early childhood development, the directors of a district special education program and a local Head Start program describe how they collaborated to include children with disabilities in Head Start classrooms. Issues like leadership, staff support, and policy development are given special attention. An administrator's eye-view of a cooperative effort to provide inclusive services, this video serves as a model for agency administrators, conveying the importance of a strong commitment to forming an interagency alliance.

Mariah's Story: A Study in Age 3 Transition. 33 min. 1997. (VT0506).
This is the story of a little girl with Down syndrome, her family and their transition journey from infant-toddler intervention to special education services at the nearby Head Start.

Shining Bright: Head Start Inclusion. 23 min. 1996. (VT0510).
This video depicts the collaborative efforts of a Head Start and a local education agency to include children with significant disabilities in a Head Start program.

Transition: A Time for Growth. 12 min. 1997. (VT2296).
Viewers meet a mother and her daughter who has Down Syndrome, to discover all the mother needs to know about transitioning her child from their early intervention program to preschool or Early Head Start. This program is also available in Spanish as *Transición : Un Tiempo Para Crecer*.

Child Care - Multimedia

Child Care Solutions. 2002. (CR0020).
This CD provides parenting information for child care providers and training items such as posters and forms.

Creating Inclusive Child Care Facilities. 2003. (CR0021).
This CD contains two books in CD format: the Design Guide for the development of universally designed child care facilities, and the Financial Toolkit for the development and financial stability of inclusive child care centers. The first guide details how to set up inclusive child care centers and the second gives advice about financing them.

Positive Beginnings: Supporting Young Children with Challenging Behavior. 2004. (CR0006).
These CDs contain presentation and print materials. Reproducible training modules cover social and communication development, determining the meaning of challenging behavior, positive behavior interventions and support, teaming to build a behavior support plan, intervention in everyday settings, and supporting families. These materials were designed for use by instructional personnel in higher education institutions and by in-service training personnel who support programs for young children. It requires the use of a lap top computer, LCD projector, and sound amplification. The software programs required to operate the modules are Microsoft PowerPoint, Microsoft Media Player and Acrobat Reader.

Websites

Child Care Policies and Standards Online:

Model Child Care Health Policies, 4th edition, by Healthy Child Care Pennsylvania, National Association for the Education of Young Children, and the American Academy of Pediatrics, 2002. http://www.ecels-healthychildcarepa.org/content/MHP4thEd%20Total.pdf

Healthy Kids, Healthy Care contains 34 key health and safety practices for parents and families to look for when evaluating and choosing child care/early education programs. See http://nrckids.org/providers.htm

NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education, 2007 abridged online edition: http://www.naeyc.org/academy/standards/

If you want to compare **Canadian standards** with the U.S., see: Early Manitoba Child Care Association Standards: http://www.mccahouse.org/accreditation_Manitoba.htm

Other Head Start and Child Care Websites:

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

Texas Project FIRST: Families, Information, Resources, Support & Training has information on Texas Head Start programs: http://www.texasprojectfirst.org/HeadStart.html

Zero to Three articles for parents choosing child care: http://www.zerotothree.org/site/PageServer?pagename=key_childcare

Featured Journal Articles

Absence of preferential looking to the eyes of approaching adults predicts level of social disability in 2-year-old toddlers with autism spectrum disorder. Jones W, Carr K, Klin A. *Archives of General Psychiatry*. 2008 Aug;65(8):946-54.

Abstract CONTEXT: Within the first week of life, typical human newborns give preferential attention to the eyes of others. Similar findings in other species suggest that attention to the eyes is a highly conserved phylogenetic mechanism of social development. For children with autism, however, diminished and aberrant eye contact is a lifelong hallmark of disability. OBJECTIVE: To quantify preferential attention to the eyes of others at what is presently the earliest point of diagnosis in autism. DESIGN: We presented the children with 10 videos. Each video showed an actress looking directly into the camera, playing the role of caregiver, and engaging the viewer (playing pat-a-cake, peek-a-boo, etc). Children's visual fixation patterns were measured by eye tracking. PARTICIPANTS: Fifteen 2-year-old children with autism were compared with 36 typically developing children and with 15 developmentally delayed but nonautistic children. MAIN OUTCOME MEASURE: Preferential attention was measured as percentage of visual fixation time to 4 regions of interest: eyes, mouth, body, and object. Level of social disability was assessed by the Autism Diagnostic Observation Schedule. RESULTS: Looking at the eyes of others was significantly decreased in 2-year-old children with autism (P < .001), while looking at mouths was increased (P < .01) in comparison with both control groups. The 2 control groups were not distinguishable on the basis of fixation patterns. In addition, fixation on eyes by the children with autism correlated with their level of social disability; less fixation on eyes predicted greater social disability (r = -0.669, P < .01). CONCLUSIONS: Looking at the eyes of others is important in early social development and in social adaptation throughout one's life span. Our results indicate that in 2-year-old children with autism, this behavior is already derailed, suggesting critical consequences for development but also offering a potential biomarker for quantifying syndrome manifestation at this early age.

Long-Term Effects of Head Start on Low-Income Children. Ludwig J, Phillips DA. *Annals of the New York Academy of Sciences*, 2008 June;1136(Supp. 1):257-68.

A growing body of research suggests that the first few years of life are a particularly promising time to intervene in the lives of low-income children, although the long-term effects on children of the U.S. government's primary early childhood program—Head Start—remains the topic of debate. In this article we review what is known about Head Start and argue that the program is likely to generate benefits to participants and society as a whole that are large enough to justify the program's costs. Although in principle there could be more beneficial ways of deploying Head Start resources, the benefits of such changes remain uncertain and there is some downside risk.

Promoting Academic and Social-Emotional School Readiness: The Head Start REDI Program. Bierman KL, Domitrovich CE, Nix RL, Gest SD, Welsh JA, Greenberg MT, Blair C, Nelson KE, Sukhdeep G. *Child Development*. 2008; 79(6):1802-17.

Forty-four Head Start classrooms were randomly assigned to enriched intervention (Head Start REDI—Research-based, Developmentally Informed) or "usual practice" conditions. The intervention involved brief lessons, "hands-on" extension activities, and specific teaching strategies linked empirically with the promotion of: (a) social-emotional competencies and (b) language development and emergent literacy skills. Take-home materials were provided to parents to enhance skill development at home. Multimethod assessments of three hundred and fifty-six 4-year-old children tracked their progress over the course of the 1-year program. Results revealed significant differences favoring children in the enriched intervention classrooms on measures of vocabulary, emergent literacy, emotional understanding, social problem solving, social behavior, and learning engagement. Implications are discussed for developmental models of school readiness and for early educational programs and policies.

Early Childhood Report - December 2008

Early CHILDHOOD Report

Children With Special Needs & Their Families

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Does this child need isolated setting to benefit from ABA therapy? **Page 2**

WASHINGTON WATCH

IES: Reading First helps decoding, not comprehension; Obama's early childhood proposals energize pre-K advocates. **Page 3**

DECISIONS & GUIDANCE

Read the latest SEA decisions, a judicial ruling, and an OCR letter. **Pages 10-12**

Part C Primer

Proposed IDEA Part C section 303.320(c) would require that family information be assessed not just through the use of an assessment tool but through a voluntary personal interview with the family. In addition to the parent, the family assessment can include other family members for the purposes of identifying the child's needs. This would help avoid unnecessary, time-consuming and costly evaluations, if existing records contain reliable information, and establish eligibility for services. ■

COVER STORY

Glean quick, simple strategies to adapt RTI, UDL for early childhood classrooms

Young children develop at different rates and learn in diverse locations before entering kindergarten. This makes it very challenging to apply response to intervention and universal design for learning models in early childhood settings. But you can, in fact, employ quick progress-monitoring measures and adjust classroom spaces to improve services for infants and toddlers with disabilities, said speakers at the annual conference of the Division for Early Childhood of the Council for Exceptional Children. Presenters at the conference, held in Minneapolis Oct. 27-30, also provided tips to improve children's social-emotional well-being and select appropriate autism interventions. **Full coverage, pages 4-7.**

Conference report

• Learn what RTI progress-monitoring methods look like in early childhood. **Page 4**

• Find out ways to apply universal design for learning techniques in inclusive preschool classrooms. **Page 5**

• Uncover strategies for promoting children's social-emotional development. **Page 6**

• Eye on Autism: See what research says about some of the most popular autism strategies. **Page 7**

HIGHLIGHTS

Avoid dispute over 'developmental delay' classification

Find out why you should prioritize a preschool child's goals and needs when discussing whether to classify him as having a developmental delay rather than a specific disability, such as autism. Also learn how to help parents understand your rationale to avoid disputes.   **Page 8**

Stress shared goals with parents to ease move to Part B

Uncover what an award-winning pupil services director says are key ways to increase parental participation at initial IEP meetings for young children. Also learn why a hands-on approach to leading staff and working with parents can help special ed directors provide top-notch related services, including occupational therapy.   **Page 9**

Exceptional Parent - December 2008

E P C O N T E N T S

DECEMBER 2008 • VOLUME 38, ISSUE 12 • ESTABLISHED 1971

Infant Mental Health - November/December 2008

INFANT MENTAL HEALTH JOURNAL

ARTICLES

Intellectual and Developmental Disabilities - December 2008

Intellectual and Developmental Disabilities

VOLUME 46
NUMBER 6
DECEMBER 2008

Available online at www.aaidd.org

Journal of Early Intervention - December 2008

Journal of Early Intervention
Volume 31   Number 1   December 2008

Zero to Three - November 2008

Contents

November 2008 Volume 29 No.2

CHILDREN IN IMMIGRANT FAMILIES

DEPARTMENTS