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September 2009



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ECI Resources in Spanish - Updated

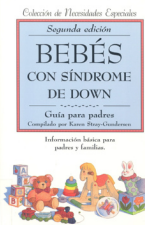
This month we are featuring early childhood intervention books and audiovisuals in Spanish, plus related websites.

Check out the new addition to the collection on page 9!

Spanish Language Books

NEW! The ASQ:SE User's Guide for the Ages and Stages Questionnaires: Social-Emotional (English and Spanish). Jane Squires, 2002. (525 S774 2002 ECI).

This book contains both the English and Spanish version of the questionnaires, which offer a system for assessing children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months, and a user's guide to accompany both.



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

This guide is written in Spanish for new parents and professionals and 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.

NEW! Cómo Estimular el Cerebro Infantil: Una Guía Para Padres de Familia. Diane Trister Dodge, 1999. (525 D633s 1999 ECI).

This booklet, written in Spanish, contains illustrations and helpful charts to explain to parents what scientists know about brain development and why the first five years of life are so important to its development. This book shows how a few simple things parents can do every day will make a big difference. An edition is also available in English: *Building your Baby's Brain: A Parent's Guide to the First Five Years*.

Spanish Language Books (continued)

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.

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.

NEW! Developmental Play Group Guide. Barbara C. Browne, 1995. (655.2 B816 1995 ECI).

This book presents the developmental play model which is geared to teach parents and caregivers about many of the skills required for infants to become developmentally competent. It contains bilingual (English-Spanish) lesson plans which are based on the belief that cognitive understanding, emotional development, social skills, language use, and physical and motor development are all influenced by the child's play experiences.

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

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 one 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.

NEW! Esta Es una Nueva IDEA: Manual para Padres y Estudiantes Acerca de los Servicios de Educación Especial en Texas. 2007. (556 A244s 2007 ECI).

Este manual está diseñado para ayudarle a familiarizarse con los requerimientos de IDEA de manera que pueda participar en la planeación de la educación de su niño. Usando este manual y trabajando con el personal de la escuela, usted aprenderá como formular un programa educativo que le conducirá a una vida independiente y productiva para usted y su hijo. The English version is *It's a New IDEA!: the Manual for Parents and Students about Special Education Services in Texas*.

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 ECI).

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.

Spanish Language Books (continued)

Haga un Ruido Alegre. Oberkotter 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 book promotes oral education methods.

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

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.

El Jardín Silencioso: Criando A su Hijo Sordo. Paul W. Ogden, 2002. (219.23 Og2 2002 ECI).

Este libro provee a los padres de niños sordos y con limitaciones auditivas una información crucial sobre las crecientes posibilidades que tiene sus hijos hoy en día. El autor, sordo desde el nacimiento, ofrece a los padres unas bases firmes en la toma de las decisiones necesarias para iniciar a sus hijos en el camino hacia la realización de todo su potencial. This book is also available in English, *The Silent Garden*.

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

This is a 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.

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 and 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 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.

Spanish Language Books (continued)

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 ECI).

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 ECI).

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.

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.

NEW! Los Trastornos del Espectro de Autismo: De la A a la Z. Barbara T. Doyle, 2005. (203.6 D754a 2005 ECI).

Aquí se halla la información esencial de cómo entender y dirigirse a los trastornos del espectro de autismo, incluso con ejemplos verdaderos de los autores. Contiene muchas ideas prácticas y útiles. Este libro contiene información completa y fácil de entender para padres de habla hispana, no solamente sobre el autismo y las leyes que amparan a sus hijos, sino el cómo usar esta información para avanzar la causa de sus hijos. This book is available in English as, *Autism Spectrum Disorders from A to Z: Assessment, Diagnosis and More*.

Spanish Language Children's Books

NEW! Keisha's Doors. Marvie Ellis, 2005. (805.1 E47k 2005 ECI).

An older sister can't understand why her little sister, Keisha, won't play with her. The family finds out that Keisha has autism and goes to see a therapist to understand what autism means to them.

NEW! My Pal Victor/Mi Amigo Victor. Diane Gonzales Bertrand, 2004. (805.1 D428 1996 ECI).

Two boys experience carefree camaraderie despite one boy's disability. Fun and friendship overpower physical limitations.



¡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.

NEW! Tacos Anyone? : An Autism Story / Alguien Quiere Tacos?: Una Historia de Autismo. Marvie Ellis, 2005. (805.1 E47t 2005 ECI).

Michael is a four year old boy with autism. His older brother, Thomas, doesn't understand why Michael behaves the way he does. The service provider teaches Thomas how to play with Michael, making sibling time fun again.

Spanish Language Audiovisuals

Baby's First Months. 50 min. 1996. (VC6545).

This video provides step-by-step instructions to teach new parents what to do when they bring their baby home from the hospital. It answers the most common questions parents have.

NEW! La Comida y los Ejercicios Cuentan. 24 min. 2006. (DD0043).

This DVD is presented in Spanish by George Lopez. The aim of this program is to help reverse the trend of childhood obesity. It presents practical tips for parents to improve nutrition and fitness at home. It also profiles schools that serve healthy foods and provide physical activity. This DVD is part of the I am Your Child Series and is available in English as *Food and Fitness Matter*.

NEW! Cuidado Infantil. 30 min. 2005. (DD0041).

This DVD presented in Spanish by Cristina Saralegui, emphasizes the importance of quality child care, ways to find the right child care that will nurture your child's healthy development, what to look for and questions to ask in choosing child care, and the important information to communicate to your caregiver. It is part of the I Am Your Child series and available in English as *Quality Child Care*.

NEW! Disciplina Enseñando Limites con Amor. 30 min. 1999. (DD0028).

This is the Spanish version of *Discipline Teaching Limits with Love*. In this DVD, Dr. T. Berry Brazelton, pediatrician, shows parents that discipline is teaching and not punishment, but is a loving way to teach a child how to control his or her own behavior. He gives parents tips for creating routines for children at each age level and demonstrates how to set limits for children and what's appropriate at different ages. This program is a part of the I am Your Child Series.

¡Empieza Ya! Start Now! 16 min. 1998. (VT0426).

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. 1993. (VT 0313).

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.

Functional Vision: Learning to Look. 18 min. 1993. (VT1343).

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. It is also available in English.

NEW IN DVD! Growing with Love. 29 min. 2004. (DD0237).

This video, which is presented in English first and then repeated in Spanish, is a parenting guide covering pregnancy, newborns, infancy, and toddlers. From eating right when pregnant to potty training their toddlers, new moms and dads will learn the basics for raising a happy and healthy child.

NEW! Lenguaje de Señas para la Familia. 200 min. 2004. (DD0100).

This 3 DVD set can be used so that Spanish speakers can learn ASL. It includes ABC stories, vocabulary, practice sentences, fingerspelling and more.

Spanish Language Audiovisuals (continued)

El Lenguaje Es la Clave: El Hablar y los Libros; El Hablar y el Jugar. 43 min. 1998. (VT0466).

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.

NEW! Listos para Aprender. 30 min. 2005. (DD0032).

This DVD, hosted in Spanish by Antonio Banderas, provides helpful information about: the importance of communicating with a newborn; establishing reading routines; materials that prepare children for reading and writing; activities to spark a child's interest in learning; the importance of quality child care; and incorporating literacy into everyday activities. The English language version is available as *Ready to Learn*.



NEW IN DVD! Un Niño con Necesidades Especiales. 28 min. 2005. (DD0044).

This is the Spanish language version of *A Child with Special Needs*. This DVD 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.

NEW! No Matter How Small: A Parent's Guide to Preterm Infant Development. 39 min. 2006. (DD0051).

This DVD is based on current research and features a diverse cast of real parents and providers. It shows parents ways in which they can help support the healthy growth and development of their baby's brain. The DVD contains a version in English and a version in Spanish.

Nuestras Familias: Las Satisfacciones y Retos al Crear a un Niño con Incapacidades y Desarrollos Lentos. 28 min. 1994. (VT1735).

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. 2001. (VT1757).

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

NEW! Nutrition for Infants and Children. 27 min. 2007. (DD0132).

This DVD explains the importance of good nutrition for newborns, infants, and toddlers and examines its beneficial effects on their growth and development. Filled with how-to and when-to advice, the program also discusses the relative merits of breastfeeding and bottle-feeding, potential food allergies, the importance of a balanced diet and physical activity even at a young age, and special dietary preferences like vegetarianism.

NEW! Para el Niño Información sobre Salud Mental y Abogacía para Padres de Crianza. 30 min. 2007. (DD0209).

This program is hosted by María Antonieta Collins and is the Spanish version of *For the Child* (DD0208). It provides information to help foster parents and kinship care providers address the mental health needs of children in their care. Viewers will understand the most common children's mental health problems and learn about navigating the mental health delivery system. They will learn how important it is to develop alliances with birth parents, school systems, mental health providers and case workers. Foster children, birth parents, foster parents and caseworkers all have rights and responsibilities. Parents can be more effective advocates for the children in their care if they know who to call, what to say, and where to go to obtain the right services.

Parenting Children with Special Needs: Spanish Version. 28 min. 1995. (VT2275).

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.

Spanish Language Audiovisuals (continued)

Parents' Views of Living with a Child with Disabilities. 27 min. 1995. (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. 1993. (VT0183).

(Video 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.

NEW! Preparandose para Ser Padres. 30 min. 2005. (DD0036).

This DVD, presented in Spanish by Lili Estefan, explains the importance of prenatal care and shows expectant parents how to give their baby the best chance for a healthy start to life. It is part of the I am Your Child Series and is available in English as *Preparing for Fatherhood*.

NEW IN DVD! Los Primeros Años Cuentan para Siempre. 30 min. 2005. (DD0039).

This DVD, 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.

Promoviendo el Aprendizaje a Través de la Interacción Activa. 27 min. 1999. (VT2245).

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.

NEW! Seguros desde el Inicio. 30 min. 2005. (DD0038).

This program, presented in Spanish by Andy Garcia, shows parents and caregivers how to keep children safe from accidental injuries. It includes information on automobile child safety seats, toy and gun safety, and provides practical advice to keep children safe both inside and outside the home. This DVD is part of the I am Your Child series and is available in English as *Safe from the Start*.

NEW IN DVD! Ser Papá. 30 min. 2005. (DD0030).

This DVD, hosted by George Lopez in Spanish, presents information about the importance of being a father, and what fathers can do to help promote and participate in their young children's healthy development. It is part of the I am Your Child Series and is available in English as *To Be a Father*.

NEW! Signing Fiesta Presents Daily Activities. 104 min. 2004. (DD0093).

Two hosts show a sign and say the word in both Spanish and English. Each chapter of this program introduces signed vocabulary, practice sentences, and a receptive test at the end to reinforce learning. It covers vocabulary related to morning, afternoon and night, school and dinner, manners, feelings, going out and asking questions.

NEW! Signing Fiesta Series 1. 78 min. 2004. (DD0092).

Two hosts show a sign and say the word in both Spanish and English. Each chapter introduces signed vocabulary, practice sentences, and a receptive test at the end to reinforce learning. This program covers vocabulary related to animals, insects, school colors, family, festivities, action verbs, food, feelings and questions.

NEW! Su Bebé Saludable. 30 min. 2005. (DD0034).

This DVD is hosted by Cristina Saralegui. It focuses on children's health and nutrition with discussions of children's changing health needs as they grow. It provides useful information on prenatal care, breastfeeding, visiting the pediatrician, and exercise. It is part of the I am Your Child Series and is available in English as *Your Healthy Baby*.

Spanish Language Audiovisuals (continued)

NEW! Tactile Learning Strategies: Interacting with Children Who Have Visual Impairments and Multiple Disabilities. 63 min. 2006. (DD0106).

This DVD illustrates effective interactions with children and provides techniques for teaching communication skills.

Your Baby and You: Understanding Your Baby's Behavior. 25 min. 1992. (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. (KT0044).

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. (KT0046).

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

Consejos para la crianza (Child raising information) de FamilyDoctor.org (American Academy of Family Physicians): <http://familydoctor.org/online/famdoces/home/children/parents/behavior/368.html>

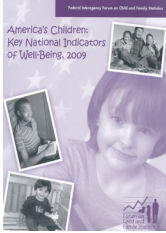
MedlinePlus offers reliable consumer health information in Spanish at <http://medlineplus.gov/spanish/>. Included are such topics as el autismo, el síndrome de Down, la crianza de los hijos and much more.

Mental health information: No todos los niños/niñas crecen desde su infancia hasta sus años de adolescencia sin experimentar algunos tropiezos en el camino. Mientras que todo niño/niña es único y especial, algunas veces ellos/ellas confrontan emociones, sentimientos o comportamiento que causan problemas en sus vidas y en las vidas de aquellos que los rodean. A menudo las familias se preocupan cuando su niño/niña o adolescente tiene dificultad enfrentándose a las realidades, se siente triste, no puede dormir, usa drogas, o no se puede llevar con su familia y amigos. La American Academy of Child and Adolescent Psychiatry ha desarrollado *Información para la Familia* para proveer información concisa y al día sobre los asuntos que afectan a los niños/niñas, los adolescentes y a sus familias. Vea <http://www.aacap.org/page.ww?section=Informacion+para+la+Familia&name=Informacion+para+la+Familia>.

The **National Dissemination Center for Children with Disabilities** provides a list of links to resources that are in Spanish. Included are websites on autism, blindness, Down syndrome, special education, etc. See <http://www.nichcy.org/Pages/spanishresources.aspx>.

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.

New Book



America's Children: Key National Indicators of Well-Being 2009. Federal Interagency Forum on Child and Family Statistics, 2009. Book. (906 A512 2009 ECI)

This report presents a selected set of key indicators of continuing interest that measure critical aspects of children's lives and are collected rigorously and regularly by federal agencies.

Statistics include population and family characteristics, economic security, health, behavior, social environment, and education indicators.

Featured Web Report and Journal Articles

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Achieving the Promise of a Bright Future: Developmental Screening of Infants and Toddlers. This policy brief was produced recently by Zero to Three. It is available at

<http://www.brookespublishing.com/newsletters/downloads/DevScreenSingMar5.pdf>

Association of Medical Home Care and Disparities in Emergency Care Utilization among Children with Special Health Care Needs. Raphael JL, Zhang Y, Liu H, Tapia CD, Giardino AP. *Acad Pediatr.* 2009 Jul-Aug;9(4):242-8.

OBJECTIVE: The aim of this study was to determine whether having a medical home is associated with a reduction of racial/ethnic disparities in emergency care utilization by children with special health care needs (CSHCN). **METHODS:** We conducted a secondary analysis of 35 301 children, aged 0 to 17, from the 2005-2006 National Survey of Children with Special Health Care Needs. The primary dependent variable was emergency care utilization, defined as 1 or more emergency care encounters in the last 12 months. The primary independent variables were race/ethnicity and type of care (medical home, usual source of care, no medical home/no usual source of care). Multiple logistic regression was conducted to investigate associations between race/ethnicity, type of care, and emergency care utilization. **RESULTS:** Analysis of type of care and its interactions with race/ethnicity showed that non-Hispanic black children with a medical home had higher odds (odds ratio [OR] 1.26, 95% confidence interval [CI] 1.03-1.54) of emergency care utilization compared with non-Hispanic white children with a medical home. The odds of having 1 or more emergency care visits were higher for non-Hispanic black children (OR 1.38, 95% CI 1.22-1.56) compared with non-Hispanic white children after controlling for sociodemographic variables. Having a medical home was associated with lower odds of emergency care utilization (OR 0.81, 95% CI 0.72-0.90) compared with having neither a medical home nor a usual source of care. **CONCLUSIONS:** Emergency care utilization for CSHCN differed significantly according to race/ethnicity. Having a medical home may be associated with a reduction in disparities in this fragile population.

Clinical Applications of Yoga for the Pediatric Population: A Systematic Review. Birdee GS, Yeh GY, Wayne PM, et al. *Acad Pediatr.* 2009 Jul-Aug;9(4):212-220.

OBJECTIVE: The aim of this study was to evaluate the evidence for clinical applications of yoga among the pediatric population. **METHODS:** We conducted an electronic literature search including CINAHL, Cochrane Central Register of Controlled Trials (CENTRAL), EMBASE, Medline, PsycINFO, and manual search of retrieved articles from inception of each database until December 2008. Randomized controlled trials (RCTs) and nonrandomized controlled trials (NRCTs) were selected that included yoga or yoga-based interventions for individuals aged 0 to 21 years. Data were extracted and articles critically reviewed using a modified Jadad score and descriptive methodological criteria, with summarization in tables. **RESULTS:** Thirty-four controlled studies published from 1979 to 2008 were identified, with 19 RCTs and 15 NRCTs. Many studies were of low methodological quality. Clinical areas for which yoga has been studied include physical fitness, cardiorespiratory effects, motor skills/strength, mental health and psychological disorders, behavior and development, irritable bowel syndrome, and birth outcomes following prenatal yoga. No adverse events were reported in trials reviewed. Although a large majority of studies were positive, methodological limitations such as randomization methods, withdrawal/dropouts, and details of yoga intervention preclude conclusive evidence. **CONCLUSIONS:** There are limited data on the clinical applications of yoga among the pediatric population. Most published controlled trials were suggestive of benefit, but results are preliminary based on low quantity and quality of trials. Further research of yoga for children by using a higher standard of methodology and reporting is warranted.

Featured Web Report and Journal Articles (continued)

Correlates and Consequences of Spanking and Verbal Punishment for Low-Income White, African American, and Mexican American Toddlers. Berlin LJ, Ispa JM, Fine MA, et al. *Child Development*. 2009;80(5):1403-20. Published Online: 14 Sep 2009.

This study examined the prevalence, predictors, and outcomes of spanking and verbal punishment in 2,573 low-income White, African American, and Mexican American toddlers at ages 1, 2, and 3. Both spanking and verbal punishment varied by maternal race/ethnicity. Child fussiness at age 1 predicted spanking and verbal punishment at all 3 ages. Cross-lagged path analyses indicated that spanking (but not verbal punishment) at age 1 predicted child aggressive behavior problems at age 2 and lower Bayley mental development scores at age 3. Neither child aggressive behavior problems nor Bayley scores predicted later spanking or verbal punishment. In some instances, maternal race/ethnicity and/or emotional responsiveness moderated the effects of spanking and verbal punishment on child outcomes.

Disparities in the National Prevalence of a Quality Medical Home for Children with Asthma. Stevens GD, Pickering TA, Seid M, Tsai KY. *Acad Pediatr*. 2009 Jul-Aug;9(4):234-41.

OBJECTIVE: The aim of this study was to examine sociodemographic disparities in having a quality medical home among a nationally representative sample of children with asthma. **METHODS:** The study examined data from the 2003 National Survey of Children's Health to identify 8360 children aged 2-17 years with asthma. Risk factors including nonwhite race/ethnicity, income <200% of the federal poverty level (FPL), uninsured, parent education less than high school, and non-English language, were examined individually and as a profile of risk in relation to a quality medical home. Fourteen questions were used to measure 5 medical home features: access, continuity, comprehensiveness, family-centered care, and coordination. A poorer quality medical home was defined as < or =66 on a 100-point scale—corresponding to the feature being present less than “usually”—for each feature and for an overall score. **RESULTS:** Before and after adjustment for demographics and asthma difficulties, most risks except less than high school parent education were related to a poorer quality medical home. Uninsured children had the highest odds of a poorer quality medical home overall (adjusted odds ratio [OR] 5.19, 95% confidence interval [CI] 3.52-7.65) and across most features, except for coordination. Children experiencing 3+ risks had 8.56 times the odds of a poorer quality medical home overall (95% CI 4.95-14.78) versus zero risks. **CONCLUSIONS:** This study demonstrates large national disparities in a quality medical home for children with asthma. That disparities were most prevalent for the uninsured (insurance being a modifiable risk factor) suggests increasing coverage is essential to assuring that children obtain a quality medical home.

Early Emergence of Behavior and Social-Emotional Problems in Very Preterm Infants. Spittle AJ, Treyvaud K, Doyle LW, et al. *J Am Acad Child Adolesc Psychiatry*. 2009 Sep; 48(9):909-18.

OBJECTIVE: Children born very preterm are reported to have an increased frequency of social, emotional, and behavioral problems at school age compared with their peers born at term. The primary aim of this study was to compare social-emotional difficulties and competencies of very preterm and full-term children at 2 years' corrected age. In addition, the relation between perinatal variables and early behavior problems was also examined to help identify those very preterm children most at risk. **METHOD:** At 2 years' corrected age, the parents of 188 very preterm (gestational age <30 weeks or birth weight <1,250 g) and 70 full-term (gestational age >or=37 weeks) children completed the Infant Toddler Social and Emotional Assessment to determine externalizing, internalizing, and dysregulation problems and social-emotional competencies. For the very preterm sample, extensive perinatal data were collected including sex, birth weight, gestational age, chronic lung disease, and postnatal steroids, as well as neonatal cerebral white matter abnormalities detected by magnetic resonance imaging. **RESULTS:** The very preterm children at 2 years demonstrated significantly higher internalizing and dysregulation scores and lower competence scores than peers born at term. There was no significant difference in externalizing scores between groups. Female sex, lower birth weight z score, white matter abnormalities, and postnatal corticosteroids were significantly associated with lower competence scores in the very preterm group. **CONCLUSIONS:** Very preterm children exhibit higher rates of behavior problems early in development, in particular internalizing and dysregulation problems and poorer competence.

Featured Web Report and Journal Articles (continued)

Meta-Analysis: Treatment of Attention-Deficit/Hyperactivity Disorder in Children with Comorbid Tic Disorders. Bloch MH, Panza KE, Landeros-Weisenberger A, Leckman JF. *J Am Acad Child Adolesc Psychiatry.* 2009 Sep; 48(9):884-93.

Objective: The Food and Drug Administration currently requires the package inserts of most psychostimulant medications to list the presence of a tic disorder as a contraindication to their use. Approximately half of children with Tourette's syndrome experience comorbid attention-deficit/hyperactivity disorder (ADHD). We sought to determine the relative efficacy of different medications in treating ADHD and tic symptoms in children with both Tourette's syndrome and ADHD. Method: We conducted a PubMed search to identify all double-blind, randomized, placebo-controlled trials examining the efficacy of medications in the treatment of ADHD in the children with comorbid tics. We used a random effects meta-analysis with standardized mean difference as our primary outcome to estimate the effect size of pharmaceutical agents in the treatment of ADHD symptoms and tics. Results: Our meta-analysis included nine studies involving 477 subjects. We assessed the efficacy of six medications-dextroamphetamine, methylphenidate, alpha-2 agonists (clonidine and guanfacine), desipramine, atomoxetine, and deprenyl. Methylphenidate, alpha-2 agonists, desipramine, and atomoxetine demonstrated efficacy in improving ADHD symptoms in children with comorbid tics. Alpha-2 agonists and atomoxetine significantly improved comorbid tic symptoms. Although there was evidence that supratherapeutic doses of dextroamphetamine worsens tics, there was no evidence that methylphenidate worsened tic severity in the short term. Conclusions: Methylphenidate seems to offer the greatest and most immediate improvement of ADHD symptoms and does not seem to worsen tic symptoms. Alpha-2 agonists offer the best combined improvement in both tic and ADHD symptoms. Atomoxetine and desipramine offer additional evidence-based treatments of ADHD in children with comorbid tics. Supratherapeutic doses of dextroamphetamine should be avoided.

Six-Month Persistence of Sleep Problems in Young Children with Autism, Developmental Delay, and Typical Development. Goodlin-Jones B; Schwichtenberg AJ; Iosif AM, et al. *J Am Acad Child Adolesc Psychiatry.* 2009 Aug; 48(8):847-54.

Objective: This study examined the persistence of sleep problems in preschool children with autism and two matched comparison groups: children with developmental delay without autism and typically developing children. Sleep problems were defined subjectively by parent report, by the Children's Sleep Habits Questionnaire (CSHQ), and objectively by quantitative Research Diagnostic Criteria (RDC) derived from actigraphic recordings. Method: Children were studied on three occasions, each separated by a 3-month interval. At each assessment, the children were recorded actigraphically for 1 week, and parents completed sleep-wake diaries and the CSHQ. Descriptive statistics and odds ratios were used to assess the occurrence and stability of sleep problems within children and across groups and to explore how actigraph- and CSHQ-defined sleep problems affect parental sleep problem reports. Results: Parent reports of a generic sleep problem were more prevalent than RDC- and CSHQ-defined sleep problems, especially for children with neurodevelopmental disorders. For all groups, objectively measured sleep problems were rarely persistent during the 6-month period. The children in both neurodevelopmental groups, however, had more sleep problems on one or two occasions, using actigraph and the CSHQ, than typically developing children. Conclusions: Objective and subjective measures of sleep problems in preschool-aged children produce different results. In a community sample, the rate of actigraph- and CSHQ-defined sleep problems in children with autism did not differ from rates for typically developing children, although the parent report of a generic sleep problem was significantly greater.

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Early Childhood Report - September 2009

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 20, ISSUE 9

SEPTEMBER 2009

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Did this district violate the IDEA by paddling a preschooler with autism? **Page 2**

WASHINGTON WATCH

N.J. official to lead federal ED's early learning division; Senate panel advances Labor-HHS-Education proposal. **Page 3**

DECISIONS & GUIDANCE

Read recent judicial rulings and SEA decisions. **Pages 10-12**

Quick Tip

In *Letter to Trader*, 48 IDELR 47 (OSEP 2006), OSEP clarified that the IDEA does not expressly prohibit districts from using aversive behavior interventions, such as restraint and seclusion, on students with disabilities. However, OSEP also said that even when a state approves the use of aversives in some circumstances, districts must incorporate that use of such interventions in a child's IEP.

See **page 7** for tips to ensure your district adheres to state law in this area. ■

COVER STORY

Take steps now to improve your program's grant profile

Congress is considering a bill that would provide \$1 billion to the Early Learning Challenge Fund. Take steps now to better position your program for this money, if allocated, and to garner other such grants that hinge on having core quality standards. You'll need to focus on enhancing professional development, student screening and parent support, among other areas. "For those people working at the local level who have not seen themselves or their states step up to integrate standards across the spectrum of early childhood programs — including birth-to-5 early intervention — now is the time for that to occur," says Harriet Dichter of the Pennsylvania Education Department. **Full story, page 4.**

Best bet

Grant requests for technologies and training that enhance your ability to "interface" with others using common standards are likely to be viewed favorably. **Page 4**

HIGHLIGHTS

Use ARRA Title I funds to expand preschool to full day

See how a Maryland district used ARRA funds to increase access to preschool. Officials used a needs assessment and a funding allocation plan to strategize. **Page 5**

Child's prior success may prove adequacy of similar IEP

If you propose an IEP similar to one a child previously received, cite progress he made under the plan. Glean tips for using data to support your goal-writing. **Page 6**

Properly document restraint, seclusion incidents

Find out why now is a good time to ensure your district's policies comply with state regulations — and to make certain key staff members are trained in this area. **Page 7**

Eye on Autism: Detail disciplinary steps to parents

Get tips for discussing with parents potential disciplinary actions for their child, such as calling law enforcement. **Page 8**

Services, not physical location, are key to placement

Learn why just because you change the physical location of a child's services doesn't necessarily mean you have changed his educational placement. **Page 9**

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Early Childhood Report - October 2009

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 20, ISSUE 10

OCTOBER 2009

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Must this district pay for a first-grader's private placement? **Page 2**

WASHINGTON WATCH

ED releases use-of-funds guidance; Even Start's struggle for survival begins anew; states may revise targets, baselines when indicators change. **Page 3**

DECISIONS & GUIDANCE

Read recent judicial rulings and SEA decisions. **Pages 10-12**

Quick Tip

Neither the IDEA nor Section 504 specifies a maximum chronological age difference of preschoolers with disabilities in the same classroom, although some state laws might. While chronological age is one of multiple factors that may be considered in making placement determinations, it cannot be used as the sole criterion for such decisions.

See **page 9** for more about factors of appropriate placements for young students. ■

COVER STORY

Get training, form partnerships to confront preschooler depression

A recent study indicates chronic depression may affect nearly 20 percent of the nation's preschoolers. This can impair their ability to learn when they are learning the most. Thus, it is important you train child care providers and pre-K educators how to recognize depression in students. Also, reach out to establish partnerships with pediatricians and psychologists in your district, as they are the "front-line responders" who diagnose and treat disabilities. Start by asking, "Who are the medical providers in your community?" says Whit Hayslip, assistant superintendent of child development for the Los Angeles Unified School District. "How do we better connect early childhood staff with these resources?" **Full story, page 4.**

Recognize, respond

See how Los Angeles used a federal grant to link its preschools and child care centers with medical and mental health professionals. **Page 4**

HIGHLIGHTS

Access free resources for improving Part C outcomes

Find out where you can find free research-based guidance on preventing children's challenging behaviors from escalating in adolescence. **Page 5**

Counter LRE challenge with proof of need for setting

Learn what evidence your IEP teams should provide if the parent of a young student questions the child's placement. **Page 6**

Evaluate without accommodations to decide eligibility

Rediscover the importance of meeting your child's obligation and why you should take time to follow proper procedures. **Page 7**

Eye on Autism: Take baby steps to discuss methodology

Parents may resist your chosen methodology if it is not familiar to them. Get tips to gain their support and avoid disputes. **Page 8**

Keep parents focused on how, not where, services offered

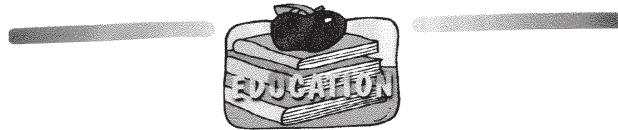
Gain advice for carefully explaining to parents of young children that placement is about services, not setting. **Page 9**

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