

Title: It's In Every One of Us: Resources to Support the Use of DEC's Recommended Practices

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DEC Recommended Practices In Early Intervention/Early Childhood Special Education
http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC_RPs_%204-25-14.pdf

	Leadership
Print Resources	<p>Books</p> <p>Wheatley, M. J. (2009). <i>Turning to one another: Simple conversations to restore hope to the future</i>. San Francisco, CA: Berrett-Koehler, Inc.</p> <p>Articles</p> <p>Bradshaw, W. (2012). A framework for providing culturally responsive early intervention services. <i>Young Exceptional Children</i>, 16(3), 3-15. http://yec.sagepub.com/content/16/1/3.full.pdf+html</p>
	Assessment
Evidence Sources	<p>Developmental Delay as an Eligibility Category http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Delay%20Concept%20Paper.pdf</p> <p>Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf</p> <p>Research Synthesis on Screening and Assessing Social-Emotional Competence http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf</p> <p>State Early Childhood Assessment Policies http://ceelo.org/wp-content/uploads/2014/03/CEELO_policy_snapshot_child_assessment_march_2014.pdf</p>
Print Resources	<p>Books</p> <p>Bricker, D., Macy, M., Squires, J., & Marks, K. (2013). <i>Developmental screening in your community: An integrated approach for connecting children with services</i>. Baltimore: Brookes.</p> <p>Grisham-Brown, J., & Pretti-Frontczak, K. (2011). <i>Assessing young children in inclusive settings: The blended practices approach</i>. Baltimore: Brookes.</p> <p>Losardo, A., & Notari-Syverson, A. (2011). <i>Alternative approaches to assessing young children</i>, 2nd ed. Baltimore: Brookes.</p> <p>McLean, M., Wolery, M., & Bailey, D. B. (2004). <i>Assessing infants and preschoolers with special needs</i>. Upper Saddle River, NJ: Pearson Education.</p> <p>Articles</p> <p>Banerjee, R., & Guiberson, M. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. <i>Young Exceptional Children</i>, 15(1), 33-45. http://yec.sagepub.com/content/15/1/33.full.pdf+html</p> <p>Gischlar, K. L., Hojnoski, R. L., & Missall, K. N. (2009). Improving child outcomes with data-based decision making: Interpreting and using data. <i>Young Exceptional Children</i>, 13(1), 2-18. http://yec.sagepub.com/content/13/1/2.full.pdf+html</p> <p>Hojnoski, R. L., Gischlar, K. L., & Missall, K. N. (2009). Improving child outcomes with data-based decision making: Collecting data. <i>Young Exceptional Children</i>, 12(3), 32-44. http://yec.sagepub.com/content/12/3/32.full.pdf+html</p> <p>Jung, L. A., & Grisham-Brown, J. (2006). Moving from assessment information to IFSPs: Guidelines for a family-centered process. <i>Young Exceptional Children</i>, 9(2), 2-11. http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf</p>

Assessment

Audiovisual Resources

- Assessment and Young Children with Disabilities (PowerPoint presentation)
<http://ceelo.org/wp-content/uploads/2013/09/HEBBELER.pdf>
- Authentic Assessment in Early Intervention
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp
- Clips for Practicing Observation, Documentation and Assessment Skills
<http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01>
- Downloadable Video Series on Early Childhood Assessment
<http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm>
- IEP Videos <http://depts.washington.edu/hscenter/iep-videos>
- Linking Documentation and Curriculum
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/LinkingDocumentationAndCurriculum_SA.asp
- Using Video for REALLY Watching
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/UsingVideoforReallyWatchingInEILAN_SA.asp
- Watching Video Documentation with Children
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren_SA.asp
- What is Authentic Assessment?
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/WhatIsAuthenticAssessment_SA.asp

Web Resources

- An Authentic Approach to Assessing Young Children with Disabilities
<http://draccess.org/research/AuthenticApproachToAssessing.html>
- Appropriate and Meaningful Assessment in Family-Centered Programs
http://www.naeyc.org/yc/article/meaningful_assessment_family-centered_programs_elicker
- Asking the Right Questions in the Right Ways: Strategies for Ethnographic Interviewing
<http://www.asha.org/Publications/leader/2003/030429/f030429b.htm>
- Cultural and Linguistic Considerations in Screening and Assessment
<http://www.tats.ucf.edu/docs/eUpdates/Evaluation-11.pdf>
- Developmental Screening and Assessment Instruments With an Emphasis on Social Emotional Development for Young Children Ages Birth to Five <http://www.nectac.org/~pdfs/pubs/screening.pdf>
- Early Identification <http://ectacenter.org/topics/earlyid/earlyid.asp>
- Early Identification: Screening, Evaluation and Assessment
<http://ectacenter.org/topics/earlyid/screeneval.asp>
- Early Identification of Culturally and Linguistically Diverse Children (aged 0-5)
<http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf>
- Observation, Documentation, and Interpretation <http://www.edu.gov.on.ca/childcare/oelf/observation/>
- Preschool Assessment: A Guide to Developing a Balanced Approach
<http://www.tats.ucf.edu/docs/eUpdates/Evaluation-11.pdf>
- Quality in Early Childhood Care and Education Settings: A Compendium of Measures, 2nd ed.
http://www.acf.hhs.gov/sites/default/files/opre/complete_compendium_full.pdf
- Screening for Social Emotional Concerns: Considerations in the Selection of Instruments
http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf

	Environment
Evidence	<p>Campbell, P. H., Milbourne, S., Dugan, L. M., & Wilcox, M. J. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. <i>Topics in Early Childhood Special Education, 26</i>(1), 3-13.</p> <p>Division for Early Childhood. (2012). <i>Promoting the health, safety and well-being of young children with disabilities and developmental delays</i>. Los Angeles, CA: Author. http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf</p> <p>Division for Early Childhood. (2007). <i>Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i>. Missoula, MT: Author. http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf</p> <p>National Center on Universal Design for Learning. Universal Design for Learning Research Evidence (organized by practice) http://www.udlcenter.org/research/researchevidence/ UDL Guidelines http://www.udlcenter.org/aboutudl/udlguidelines</p>
Print Resources	<p>Books</p> <p>Sadao, K. C., & Robinson, N. B. (2010). <i>Assistive technology for young children: Creating inclusive learning environments</i>. Baltimore, MD: Paul Brookes.</p> <p>Articles</p> <p>Campbell, P. H. (2004). Participation-based services: Promoting children’s participation in natural settings. <i>Young Exceptional Children, 8</i>(1), 20-29. http://yec.sagepub.com/content/8/1/20.full.pdf+html</p> <p>Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. <i>Beyond the Journal: Young Children on the Web</i>. http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf</p> <p>Cripe, J. W., & Venn, M. L. (1997). Family-guided routines for early intervention services. <i>Young Exceptional Children, 1</i>(1), 18-26. http://yec.sagepub.com/content/1/1/18.full.pdf+html</p> <p>DiCarlo, C. F., & Vagianos, L. (2009). Using child preferences to increase play across interest centers in inclusive early childhood classrooms. <i>Young Exceptional Children, 12</i>(4), 31-39. http://yec.sagepub.com/content/8/1/11.full.pdf+html</p> <p>Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. <i>Young Exceptional Children, 4</i>(3), 18-25. http://yec.sagepub.com/content/4/3/18.full.pdf+html</p> <p>Favazza, P. C., La Roe, J., Phillipsen, L., & Kumar, P. (2000). Representing young children with disabilities in classroom environments. <i>Young Exceptional Children, 3</i>(3), 2-8. http://yec.sagepub.com/content/3/3/2.full.pdf+html</p> <p>Grisham-Brown, J., & Hemmeter, M. L. (1998). Writing IEP goals and objectives: Reflecting an activity-based approach to instruction for young children with disabilities. <i>Young Exceptional Children, 1</i>(3), 2-10. http://yec.sagepub.com/content/8/1/11.full.pdf+html</p> <p>Howe, M. B., Brittain, L. A., & McCathren, R. B. (2004). Meeting the sensory needs of young children in classrooms. <i>Young Exceptional Children, 8</i>(1), 11-19. http://yec.sagepub.com/content/8/1/11.full.pdf+html</p> <p>Jung, L. A. (2003). More better: Maximizing natural learning opportunities. <i>Young Exceptional Children, 6</i>(3), 21-26. http://yec.sagepub.com/content/6/3/21.full.pdf+html</p> <p>Mulligan, S. (2003). Assistive technology: Supporting the participation of children with disabilities. <i>Beyond the Journal: Young Children on the Web</i>. http://journal.naeyc.org/btj/200311/assistivetechonology.pdf</p> <p>Mullis, L. (2002). Natural environments: A letter from a mother to friends, families, and professionals. <i>Young Exceptional Children, 5</i>(3). http://yec.sagepub.com/content/5/3/21.full.pdf+html</p>

Environment

Audiovisual Resources

Building Inclusive Childcare Universal Design for Learning
<http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm>

CONNECT Module 5: Assistive Technology
<http://community.fpg.unc.edu/connect-modules/learners/module-5>

Family Center on Technology and Disability. Presentations on Assistive Technology.
<http://www.fctd.info/powerpoints>

National Center to Improve Practice (NCIP): Early Childhood Guided Tour
<http://www2.edc.org/NCIP/tour/toc.htm>

Shane's Inspiration: Where I Feel Like Me <https://www.youtube.com/watch?v=yUDKtK6Gfls>

UDL Principles and Practice <http://www.youtube.com/user/UDLCAST#p/f/0/pGLTJw0GSxk>

Use of Assistive Technology in Early Intervention (webinar)
http://www.aucd.org/template/event.cfm?event_id=2825&id=740&parent=740

Videos from the National Center on Universal Design in Learning
http://www.udlcenter.org/resource_library/videos/udlcenter/

Web Resources

AT for infants/toddlers <http://www.scoe.net/seeds/resources/at/atInfants.html>

AT for preschool <http://www.scoe.net/seeds/resources/at/atPreschool.html>

Assistive technology for infants, toddlers, and young children
<http://www.nectac.org/topics/atech/atech.asp>

Center for Applied Special Technology (CAST): Transforming education through universal design for learning <http://www.cast.org/>

CONNECT Module 5: Assistive Technology
<http://community.fpg.unc.edu/connect-modules/learners/module-5>

Early Childhood and Assistive Technology (PowerPoint presentation) <http://www.fctd.info/powerpoints>

IRIS Center. (n.d.). *Universal design for learning: Creating a learning environment that challenges and engages all students.* <http://iris.peabody.vanderbilt.edu/udl/cresource.htm>

National Center on Universal Design for Learning <http://www.udlcenter.org/>

Supporting Early Education Delivery Systems (AT for Infants/Toddlers, AT for Preschool, Training Modules, AT Toolkit) <http://www.scoe.net/seeds/resources/at/at.html>

Supporting Early Literacy Through Universal Design & Assistive Technology
<http://depts.washington.edu/hscenter/family-literacy-2>

Tool Kit on Universal Design for Learning <http://www.osepideasthatwork.org/UDL/index.asp>

Universal Design Education Online <http://www.udeducation.org/>

Family

Evidence

- CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). *Policy advisory: The law governing family-professional partnerships* (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
<http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout%204-5.pdf>
- CONNECT: The Center to Mobilize Early Childhood Knowledge. (2010). *Research summary on family-centered help-giving practices*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
<http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-4-4.pdf>
- Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>
- Family-Provider Relationships: A Multidisciplinary Review of High Quality Practices and Associations with Family, Child, and Provider Outcomes
http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/family_provider_multi.pdf
- Fostering Parent and Professional Collaboration: Research Brief
<https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf>
- Guiding Principles and Practices for the Delivery of Family-Centered Services
<https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf>
- Harvard Family Research Project: Family Involvement <http://www.hfrp.org/family-involvement>
- Recommendations for Meaningfully Involving Families in State Planning Meetings
<http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/curricula/NPDCI-Recommendations-Including-Families-7-2011.pdf>
- Responsiveness to Family Cultures, Values, and Languages
http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf
- Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities
http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf

Print Resources

- Books**
- Ensher, G. L., & Clark, D. A. (2011). *Relationship-centered practices in early childhood: Working with families, infants, and young children at risk*. Baltimore, MD: Brookes.
- Fialka, J. M., Feldman, A. K., & Mikus, K. C. (2012). *Parents and professionals: Partnering for children with disabilities*. Thousand Oaks, CA: Corwin.
- Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Approaches to diversity, disability, and risk*, 2nd ed. Baltimore, MD: Brookes.
- Keilty, B. (2010). *The early intervention guidebook for families and professionals: Partnering for success*. New York: Teachers College Press.
- Keyser, J. (2006). *From parents to partners: Building a family-centered early childhood program*. St. Paul, MN: Redleaf Press.
- Articles**
- Buchanan, M., & Cooney, M. (2000). Play at home, play in the classroom: Parent/professional partnerships in supporting child play. *Young Exceptional Children*, 3(4), 9-15.
<http://yec.sagepub.com/content/4/2/21.full.pdf+html>

Family

Print Resources	<p>Articles</p> <p>Cheatham, G. A., & Santos, R. M. (2005). A-B-Cs of bridging home and school expectations for children and families of diverse backgrounds. <i>Young Exceptional Children</i>, 8(3), 3-11. http://yec.sagepub.com/content/8/3/3.full.pdf+html</p> <p>Cripe, J. W., & Venn, M. L. (1997). Family-guided routines for early intervention services. <i>Young Exceptional Children</i>, 1(1), 18-26. http://yec.sagepub.com/content/1/1/18.full.pdf+html</p> <p>Fialka, J. (2001). The dance of partnership: Why do my feet hurt? <i>Young Exceptional Children</i>, 4(2), 21-27. http://yec.sagepub.com/content/4/2/21.full.pdf+html</p> <p>Jung, L. A., & Grisham-Brown, J. (2006). Moving from assessment information to IFSPs: Guidelines for a family-centered process. <i>Young Exceptional Children</i>, 9(2), 2-11. http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf</p> <p>Squires, S. (2000). Our family's experience: An important outcome achieved. <i>Young Exceptional Children</i>, 4(1), 9-11. http://yec.sagepub.com/content/4/1/9.full.pdf+html</p>
Audiovisual Resources	<p>CONNECT Module 4: Family-Professional Partnerships http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Early Childhood Intervention: The Power of Family http://www.opensocietyfoundations.org/multimedia/early-childhood-intervention-power-family</p> <p>Finley's Parent-Teacher Conference http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp</p> <p>Just Being Kids: Supports & Services for Infants and Toddlers and Their Families in Everyday Routines, Activities & Places http://www.cde.state.co.us/resultsmatter/rmvideoseriest_justbeingkids</p> <p>Liam's Story: A Mother's Voice http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be</p> <p>My Name is Jude http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be</p> <p>Reflections During the Final Home Visit http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top</p> <p>Rose's IEP Meeting http://studio.stupeflix.com/v/M8FHT7JW6u/?autoplay=1</p> <p>Thompson Family Circles: All About Relationships http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top</p> <p>Using Technology to Enhance Instruction and Family Engagement http://www2.cde.state.co.us/media/resultsmatter/RMSeries/UsingTech-InstructionAndFamilyEngagement.asp</p>
Web Resources	<p>Asking the right questions in the right ways: Strategies for ethnographic interviewing http://www.asha.org/Publications/leader/2003/030429/f030429b.htm</p> <p>CONNECT Module 4: Family-Professional Partnerships http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf</p> <p>The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age 8 http://www.nhsa.org/files/static_page_files/2E210DAB-1D09-3519-AD0726E950C35FEE/pfce-framework.pdf</p> <p>National Center on Parent, Family and Community Engagement http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family</p> <p>Teaching Cases on Family Engagement: Early Learning (Ages 0-8) http://www.hfrp.org/family-involvement/publications-resources/teaching-cases-on-family-engagement-early-learning-ages-0-8</p>

Instruction	
Evidence	<p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). <i>Policy advisory: The law on inclusive education</i> (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout%201-4.pdf</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2010). <i>Research summary on embedded interventions</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-1-3.pdf</p> <p>Research evidence on embedded instruction for early learning http://www.embeddedinstruction.net/node/18</p>
Print Resources	<p>Books</p> <ul style="list-style-type: none"> Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). <i>Blended practices for teaching young children in inclusive settings</i>. Baltimore, MD: Paul Brookes. Grisham-Brown, J., & Pretti-Frontczak, K. (2011). <i>Assessing young children in inclusive settings: The blended practices approach</i>. Baltimore, MD: Paul Brookes. Sandall, S. R., & Schwartz, I. S. (2008). <i>Building blocks for teaching preschoolers with special needs</i>. Baltimore, MD: Paul Brookes. <p>Articles</p> <p>Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. <i>Young Exceptional Children</i>, 6(1), 18-27. http://yec.sagepub.com/content/6/1/18.full.pdf+html</p> <p>Grisham-Brown, J., & Hemmeter, M. L., (1998). Writing IEP goals and objectives: Reflecting an activity-based approach to instruction for young children with disabilities. <i>Young Exceptional Children</i>, 1(3), 2-10. http://yec.sagepub.com/content/1/3/2.full.pdf+html</p> <p>Neilsen, S. L., Olive, M. L., Donovan, A., & McEvoy, M. (1998). Challenging behaviors in your classroom? Don't react – teach instead! <i>Young Exceptional Children</i>, 2(1), 2-10. http://yec.sagepub.com/content/2/1/2.full.pdf+html</p> <p>Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. <i>Young Exceptional Children</i>, 4(3), 3-9. http://yec.sagepub.com/content/13/1/2.full.pdf+html</p> <p>Schwartz, I. S., Billingsley, F. F., & McBride, B. M. (1998). Including children with autism in inclusive preschools: Strategies that work. <i>Young Exceptional Children</i>, 1(2), 19-26. http://yec.sagepub.com/content/13/1/2.full.pdf+html</p>
Audiovisual Resources	<p>Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/ CONNECT Module 1: Embedded Interventions http://community.fpg.unc.edu/connect-modules/learners/module-1</p> <p>Just Being Kids: Supports & Services for Infants and Toddlers and Their Families in Everyday Routines, Activities & Places http://www.cde.state.co.us/resultsmatter/rmvideoseris_justbeingkids</p> <p>Embedded Learning Opportunities (videos, PowerPoints) http://depts.washington.edu/hscenter/elo</p> <p>Project INTEGRATE. (n.d.). <i>Integrating therapies into classroom routine</i>. Order from Robin McWilliam robin.mcwilliam@siskin.org</p>
Web Resources	<p>Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/ Embedded Instruction for Early Learning http://www.embeddedinstruction.net/ Embedded Learning Opportunities http://depts.washington.edu/hscenter/elo Planned Instructional Sequences http://depts.washington.edu/hscenter/pins</p>

Interaction	
Evidence	<p>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion</p> <p>Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf</p> <p>Identification of and Intervention with Challenging Behavior http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Position%20statement.pdf</p> <p>Research Synthesis Points on Practices that Support Inclusion http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf</p>
Print Resources	<p>Books</p> <p>Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). <i>CARA's kit for toddlers: Creating adaptations for routines and activities</i>. Baltimore: Brookes.</p> <p>Milbourne, S.A., & Campbell, P.H. (2007). <i>CARA's kit: Creating adaptations for routines and activities</i>. Missoula, MT: DEC. http://store.dec-sped.org/ShopCartUser/index/?showcategoryid=712</p> <p>Articles</p> <p>Campbell, P. H. (2004). Participation-based services: Promoting children's participation in natural settings. <i>Young Exceptional Children</i>, 8(1), 20-29. http://yec.sagepub.com/content/8/1/20.full.pdf+html</p> <p>Casey, A. M., & McWilliam, R. A. (2005). Where is everybody? Organizing adults to promote child engagement. <i>Young Exceptional Children</i>, 8(2), 2-10. http://yec.sagepub.com/content/8/2/2.full.pdf+html</p> <p>Joseph, G. E., & Strain, P.S. (2003). Enhancing emotional vocabulary in young children. <i>Young Exceptional Children</i>, 6(4), 18-26. http://yec.sagepub.com/content/6/4/18.full.pdf+html</p> <p>Joseph, G. E., & Strain, P.S. (2010). Teaching young children interpersonal problem-solving skills. <i>Young Exceptional Children</i>, 13(3), 28-40. http://yec.sagepub.com/content/13/3/28.full.pdf+html</p> <p>McCathren, R. B., & Allor, J. H. (2002). Using storybooks with preschool children: Enhancing language and emergent literacy. <i>Young Exceptional Children</i>, 5(4), 3-10. http://yec.sagepub.com/content/1/1/2.full.pdf+html</p> <p>Scott, S. M., McWilliam, R. A., & Mayhew, L. (1999). Integrating therapies into the classroom. <i>Young Exceptional Children</i>, 2(3), 15-24. http://yec.sagepub.com/content/2/3/15.full.pdf+html</p> <p>Strain, P. S., & Hemmeter, M. L. (1997). Keys to being successful when confronted with challenging behaviors. <i>Young Exceptional Children</i>, 1(1), 2-8. http://yec.sagepub.com/content/1/1/2.full.pdf+html</p>
Audiovisual Resources	<p>Adapting literacy learning practices for young children with disabilities (PowerPoint presentation) http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps</p> <p>California Map to Inclusion and Belonging – Video Collection http://cainclusion.org/camap/videos.html</p> <p>Foundations of Inclusion Birth to Five http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five</p> <p>Strategies for Including Children with Disabilities in Classroom Activities http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Video%20Presentations/StrategiesforIn1.htm</p>
Web Resources	<p>Center on Early Literacy Learning http://www.earlyliteracylearning.org/</p> <p>Center on the Social and Emotional Foundations of Early Learning http://csefel.vanderbilt.edu/</p> <p>Curriculum Modifications and Adaptations http://depts.washington.edu/hscenter/modules-curriculum-modifications</p> <p>Head Start Center for Inclusion http://depts.washington.edu/hscenter/</p> <p>Literacy for Children with Sensory Challenges http://www.nationaldb.org/literacy/</p> <p>Technical Assistance Center on Social Emotional Development for Young Children http://www.challengingbehavior.org/</p>

Teaming & Collaboration	
Evidence	<p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2010). <i>Research summary on communication practices for collaboration</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-4.pdf</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). <i>Policy advisory: The law affecting communication among professionals</i> (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-5_0.pdf</p> <p>Early Childhood Professional Development Training and Technical Assistance Glossary http://www.naeyc.org/GlossaryTraining_TA.pdf</p>
Print Resources	<p>Books</p> <p>Buysse, V., & Wesley, P. W. (2005). <i>Consultation in early childhood settings</i>. Baltimore: Brookes.</p> <p>Hanft, B. F., Rush, D. D., & Shelden, M. L. (2004). <i>Coaching families and colleagues in early childhood</i>. Baltimore: Brookes.</p> <p>Rush, D. D. & Shelden, M. L. (2011). <i>The early childhood coaching handbook</i>. Baltimore: Brookes.</p> <p>Articles</p> <p>Buysse, V., & Wesley, P. W. (2004). A framework for understanding the consultation process: Stage-by-stage. <i>Young Exceptional Children</i>, 7(2), 2-9 http://yec.sagepub.com/content/7/2/2.full.pdf+html</p> <p>Ohtake, Y., Santos, R. M., & Fowler, S. A. (2000). It's a three-way conversation: Families, service providers, and interpreters working together. <i>Young Exceptional Children</i>, 4(1), 12-18. http://yec.sagepub.com/content/4/1/12.full.pdf+html</p> <p>Rush, D. D., & Shelden, M. L. Coaching Practices Rating Scale for Assessing Adherence to Evidence-Based Early Childhood Intervention Practices. <i>CASEtools</i>, 2(2), 1-7. http://fipp.org/static/media/uploads/casetools/casetools_vol2_no2.pdf</p> <p>Smith, S., Robbins, T., Schneider, W., Kreader, J. L., & Ong, C. (2012). <i>Coaching and quality assistance in quality rating improvement systems: Approaches used by TA providers to improve quality in early care and education programs and home-based settings</i>. New York: National Center for Children in Poverty. http://www.nccp.org/publications/pub_1047.html</p> <p>Watson, C., & Gatti, S. N. (2012). Professional development through reflective consultation in early intervention. <i>Infants & Young Children</i>, 25(2), 109-121. http://cehdvision2020.umn.edu/wp-content/uploads/2012/07/Reflective-Supervision.pdf</p> <p>Wesley, P. W., & Buysse, V. (2001). Communities of practice: Expanding professional roles to promote reflection and shared inquiry. <i>Topics in Early Childhood Special Education</i>, 21(2), 114-123. http://tec.sagepub.com/content/21/2/114.full.pdf</p>
AV Resources	<p>CONNECT Module 3: Communication for Collaboration http://community.fpg.unc.edu/connect-modules/learners/module-3</p>
Web Resources	<p>Communication strategies to build collaboration http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-1.pdf</p> <p>CONNECT Module 3: Communication for Collaboration http://community.fpg.unc.edu/connect-modules/learners/module-3</p>

Transition	
Evidence	<p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). <i>Policy advisory: The law governing transition of young children</i> (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-9_0.pdf</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge. (2010). Research summary on transition practices in early childhood. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-8.pdf</p> <p>Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A., Shaw, J. & McCormick, K. (2009). <i>A review of research in early childhood transition: Child and family studies</i>. (Technical Report #5). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.</p>
Print Resources	<p>Books</p> <p>Rous, B. S., & Hallam, R. A. (2006). <i>Tools for transition in early childhood: A step-by-step guide for agencies, teachers, and families</i>. Baltimore, MD: Brookes.</p> <p>Articles</p> <p>Banerjee, R., & Horn, E. (2013). Supporting classroom transitions between daily routines: Strategies and tips. <i>Young Exceptional Children</i>, 16(2), 3-14. http://yec.sagepub.com/content/12/3/15.full.pdf+html</p> <p>Branson, D. M., & Bingham, A. (2009). Using interagency collaboration to support family-centered transition practices. <i>Young Exceptional Children</i>, 13(3), 15-31. http://yec.sagepub.com/content/12/3/15.full.pdf+html</p> <p>Rous, B., Hallam, R., McCormick, K., & Cox, M. (2010). Practices that support the transition to public preschool programs: Results from a National Survey. <i>Early Childhood Research Quarterly</i>, 25(1), 17-32. http://www.sciencedirect.com/science/article/pii/S0885200609000635</p>
AV Resources	<p>CONNECT Module 2: Transition http://community.fpg.unc.edu/connect-modules/learners/module-2</p>
Web Resources	<p>CONNECT Module 2: Transition http://community.fpg.unc.edu/connect-modules/learners/module-2</p> <p>Early Childhood Transition Guidebook http://www.pacer.org/parent/php/PHP-a40.pdf</p> <p>National Early Childhood Transition Center http://www.hdi.uky.edu/nectc/NECTC/home.aspx</p> <p>Transition from Part C to Preschool http://ectacenter.org/topics/transition/transition.asp</p>