

The Right Stuff: Resources to Support Your Work

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All Around Resources

Catlett, C., Winton, P.J., & Hamel, S.E. (2004). *Resource guide: Selected early childhood/early intervention training materials*

<http://www.fpg.unc.edu/~scpp/~resourceguide/> (example follows)

Natural Resources Listserv (example follows)

http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm

Collaboration

Activities

Family symbol activity. Invite 3 - 4 parents of children with different special needs to be part of a panel. Ask each to bring an object that symbolizes their family and their family strengths or values. Ask each parent to share/explain their symbol. Next steps: 1) Follow up with questions that explore aspects of exceptionality, like “has there ever been a place your family wanted to go but couldn’t because of your child’s disability?; or 2) Ask each student/participant to think of a symbol of their family. Cue participants to look in their pockets or purses if they have trouble thinking of one. Break participants into pairs or small groups to share their symbols.

One Way Communication

Tomko, C. (n.d.). *When a professional says . . .*

<http://www.kidstogether.org/perspectives/whenaprofessionalsays.htm> HANDOUT

Research

Capone, A., Hull, K.M., & DiVenere, N. (1997). Parent-professional partnerships in preservice and inservice education. In P.J. Winton, J.A. McCollum & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models and strategies*. Baltimore, MD: Paul Brookes.

http://www.fpg.unc.edu/~scpp/pdfs/Reforming/17-433_452.pdf

Henderson, A.T., & Berla, N.(Eds.) (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: Center for Law and Education.

McWilliam, R. A., Tocci, L., & Harbin , G. L. (1998). Family-centered services: Service providers’ discourse and behavior. *Topics in Early Childhood Special Education*, 18, 206-221.

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- Winton, P. & Bailey, D. (1994). Family-centered practices in early intervention for children with hearing loss. In J. Roush & N. Matkin (Eds.), *Infants and toddlers with hearing loss: Identification and family-centered intervention*. (pp. 23-42) Parkton, MD: York Press.

Print Materials

- Barrera, I, Corso, R.M. & MacPherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore: Paul Brookes.
- Baum, A.C. (2008). Dispositions toward families and family involvement: Supporting preservice teacher development. *Early Childhood Education Journal*, 35(6), 579-584.
- Bishop, K.K., Woll, J., & Arango, P. (1993). *Family/professional collaboration for children with special health needs and their families*. Burlington, VT: The Family/Professional Collaboration Project.
- Catlett, C., & Winton, P.J. (2002). Resources within reason: Personal insights and lessons from families of children with disabilities. *Young Exceptional Children*, 5(2), 28.
- Edwards, P.A., (1999). *A path to follow: Learning to listen to parents*. Portsmouth, NH: Heinemann.
- Jeppson, E.S., & Thomas, J. (1994). *Essential allies: Families as advisors*. Bethesda, MD: Institute for Family-Centered Care.
- Special Quest Multimedia Resource Library: Building Relationships with Families*
http://76.249.171.46/specialquest/trainingmaterials/searchvolumes.lasso?-FindAll&-Database=hilton_trainingmaterials&-Table=volumes
- Special Quest Multimedia Resource Library: Collaboration and Teaming*
http://76.249.171.46/specialquest/trainingmaterials/searchvolumes.lasso?-FindAll&-Database=hilton_trainingmaterials&-Table=volumes

Videos

- Early Connections for Infants, Toddlers and Families, Colorado Department of Education. (1998). *One of the family*. Denver, CO: Western Media Products.
- Edelman, L. (1991). *Delivering family-centered home-based services*. Baltimore: Kennedy Krieger Institute.
- Fialka, J. (2005). *From Puddles to PRIDE : A mother's poems about her son, his disability, and her family's transformation*. Order directly from the author, Janice Fialka, 10474 LaSalle Blvd, Huntington Woods, MI 48070. Or contact the author by phone (248-546-4870) or by email (ruaw@aol.com).
- Moore, S.M., & Perez-Mendez, C. (2005). *Beyond words: Effective use of translators, interpreters and cultural mediators*. Boulder, CO: Landlocked Films.
- Moore, S.M., & Perez-Mendez, C. (2005). *A story about El Grupo de Familias*. Boulder, CO: Landlocked Films.
- Portage Project. (1995). *To have a friend*. Portage, WI: Author.

Websites

- Beach Center Family Support Blog <http://earlychildhoodcop.blogspot.com/>
- Beach Center Early Childhood Community of Practice
<http://beachcop.beachcenter.org/CommunityBrowser.aspx?id=393&lang=en-US>
- Evolving Partnerships with Parents: Self Learning Module
http://www.theeducationteam.com/education/forming_partnerships.htm
- Exceptional Parent* <http://www.exceptionalparent.com/>
- Families as Primary Partners in their Child's Development & School Readiness
http://www.aecf.org/publications/data/families_sr.pdf
- Fathers Network <http://www.fathersnetwork.org/>
- Inclusive Education <http://www.uni.edu/coe/inclusion/index.html>
- Keys to Inclusion <http://www.nectas.unc.edu/inclusion/>
- National Parent Network on Disabilities <http://www.npnd.org/>

Inclusion/ Natural Environments

Activities

Put Yourself on the Continuum

The Apple Activity

Research

National Professional Development Center on Inclusion (NPDCI). (2007). Research synthesis points on early childhood inclusion. Chapel Hill, NC: Author.

http://www.fpg.unc.edu/~npdci/assets/media/products/NDPCI_ResearchSynthesis_9-2007.pdf

Print Materials

Milbourne, S.A., & Campbell, P.H. (2007). *CARA's kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.

Montana University Affiliated Institute on Disabilities. (1999). *Child Care+ curriculum on inclusion: Practical strategies for early childhood programs*. Missoula, MT: Author.

Noonan, M.J., & McCormick, L. (2006). *Young children with disabilities in natural environments: Methods and procedures*. Baltimore: Paul Brookes.

Sandall, S.R., & Schwartz, I.S. (2008). *Building blocks for teaching preschoolers with special needs*. (2nd ed.). Baltimore: Paul Brookes.

Special Quest Multimedia Resource Library: Including Infants and Toddlers with Disabilities

http://76.249.171.46/specialquest/trainingmaterials/searchvolumes.lasso?-FindAll&-Database=hilton_trainingmaterials&-Table=volumes

Wesley, P.W., & Dennis, B. (2001). *Inclusive childcare: A training series for early childhood professionals*. Chapel Hill, NC: Partnerships for Inclusion, FPG Child Development Institute, University of North Carolina.

Wolery, R.A., Odom, S.L. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.

Videos/DVDs

AGH Associates. (1994). *It's really no different: Conversations with caregivers*. Hampton, NH: Author.

Edelman, L. (Producer). (2001). *Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities and places*. Denver: Western Media Products.

Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care*. Bloomington, IN: IN Institute on Disability and Community.

Greene, T. (2007). *I'm Tyler*. Waterloo, IA: Author. <http://www.imtyler.org/>

Habib, D. (2007). *Including Samuel*. <http://www.includingsamuel.com/>

National Association for the Education of Young Children (NAEYC). (2000). *Child care and children with special needs*. Washington, DC: Author.

Northampton Community College's Building Inclusive Child Care Program

<http://www.northampton.edu/streamingvideo/bicc.wmv>

Project INTEGRATE (2000). *Integrating therapies into classroom routines*. Nashville, TN: Center for Child Development, Vanderbilt University. (Available from Robin McWilliam – robin.mcwilliam@siskin.org).

Song of our Children (order from Landlocked Films LLC) <http://www.landlockedfilms.com>

Waletzko, P., & Ressemann, S. (1997). *Recipe for life*. Waite Park, MN: The iDEA Group.

Websites

An administrator's guide to preschool inclusion

<http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf>

Book Nook: Ideas for Using Books to Support Social Emotional Development

<http://www.vanderbilt.edu/csefel/booknook/mondayrain/mondayrain2006.html>

Center on the Social and Emotional Foundations of Early Learning

<http://www.vanderbilt.edu/csefel/practical-ideas.html>

Child Care+

<http://www.ccplus.org/>

Circle of inclusion

<http://www.circleofinclusion.org>

Connecticut Coalition for Inclusion

<http://www.includeme.org/index.html>

Creating Teaching Tools for Young Children with Challenging Behavior

<http://challengingbehavior.fmhi.usf.edu/tools.html>

Early Childhood Research Institute on Inclusion

www.fpg.unc.edu/~ecrii/

Education World: Parent's Guide to Resources for Children with Special Needs

www.education-world.com/parents/special/index.shtml

Effective Practices for Supporting Children's Social-Emotional Development and Preventing Challenging Behaviors

<http://www.vanderbilt.edu/csefel/whatworks.html>

Enhancing Services in Natural Environments Conference Call Series

<http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp> (PowerPoints, handouts)

<http://edla.aum.edu/serrc/calls/confcalls.html> (audiotapes)

FACETS (Family Guided Approaches to Early Intervention Training and Services)

<http://www.parsons.lsi.ku.edu/facets>

Family Guided Approaches to Early-intervention Training and Services (FACETS)

www.parsons.lsi.ukans.edu/facets/index.html

Guide to Disability Resources on the Internet www.disabilityresources.org/

Kids Together, Inc.

<http://www.kidstogether.org/inc.htm>

National Professional Development Center on Inclusion

<http://community.fpg.unc.edu/npdci>

Positive approaches to challenging behavior for young children with disabilities

<http://ici2.umn.edu/preschoolbehavior/>

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

<http://www.vanderbilt.edu/csefel/briefs/wwb5.pdf>

Using Environmental Strategies to Promote Positive Social Interactions

<http://www.vanderbilt.edu/csefel/briefs/wwb6.html>

Philadelphia Inclusion Network Instructor Guidelines

<http://jeffline.jefferson.edu/cfsrp/products/materials-pin1.html>

Positive Approaches to Challenging Behavior for Young Children with Disabilities

<http://ici2.umn.edu/preschoolbehavior/>

Positive Beginnings: Supporting Young Children with Challenging Behavior

<http://pbs.fsu.edu>

Promoting Positive Peer Social Interactions

<http://www.vanderbilt.edu/csefel/briefs/wwb8.pdf>

Scripted Stories for Social Situations

<http://www.vanderbilt.edu/csefel/practical-ideas.html>

A Thinking Guide to Inclusive Childcare <http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf>

Tools for Developing Behavior Support Plans

<http://www.vanderbilt.edu/csefel/practical-ideas.html>

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

<http://www.vanderbilt.edu/csefel/briefs/wwb5.pdf>

Using Environmental Strategies to Promote Positive Social Interactions

<http://www.vanderbilt.edu/csefel/briefs/wwb6.pdf>

Quality

Activity

Give One Up

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- Barnett, W.S., Schulman, K., & Shore, R. (2004, December). Class size: What's the best fit? *Preschool Policy Matters, Issue 1*. <http://nieer.org/resources/policybriefs/9.pdf>
- Mezey, J., Neas, K.B., & Irish, K. (2003). *Coming together for children with disabilities: State collaboration to support quality, inclusive care*. Washington, DC: Center for Law and Social Policy and Easter Seals. Available online at http://www.clasp.org/DMS/Documents/1070980704.1/ccdf_idea_rpt.pdf

Videos

- Candid Camera, Inc. (2003). *The green kid*. Monterrey, CA: Author.
- Gonzalez-Mena, J., Herzog, M., & Herzog, S. (1995). *Diversity: Contrasting perspectives*. Crystal Lake, IL: Magna Systems.
- Hilton Early Head Start Year 2 Public Service Announcements
- National Institute for Early Education Research (NIEER). (n.d.) *Growing and learning in preschool*. New Brunswick, NJ: NIEER. Order free copies at <http://nieer.org/docs/index.php?DocID=65>
- Parents Action for Children. (1998). *Quality child care: Making the right choice for you and your child*. New York: Author.
- The SPECTRUM Project and Project A.C.T. of the University of Colorado at Boulder, Department of Speech, Language and Hearing. (1999). *A three-way conversation: Effective use of cultural mediators, interpreters and translators*. Denver: Western Media Products.

Websites

- Families define quality pre-kindergarten programs more broadly than educators, researchers and policy makers
<http://www.fpg.unc.edu/~images/pdfs/snapshots/snap36.pdf>
- Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Harrisburg, PA: Economic Policy Institute
http://www.epinet.org/studies/ece/losing_ground-full_text.pdf
- The long term economic benefits of high quality early childhood intervention programs-minibibliography*
<http://www.nectac.org/%7Epdfs/pubs/econbene.pdf>
- Research on Quality Child Care for Infants and Toddlers
http://www.cpeip.fsu.edu/resourceFiles/resourceFile_81.pdf
- U.S. Department of Justice, Civil Rights Division. (1997). *Commonly asked questions about child care centers and the Americans with Disabilities Act*. <http://www.brtable.org/pdf/901.pdf>
- Vandell, D.L., & Wolfe, B. (2000, May). *Child care quality: Does it matter and does it need to be improved?* Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, US Dept. of Health and Human Services. <http://aspe.os.dhhs.gov/hsp/ccquality00/index.htm>

KIDS TOGETHER, Inc.

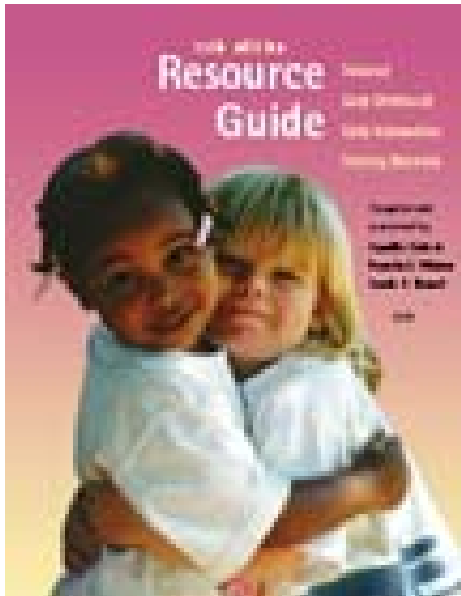
When a Professional Says...

by Colleen F. Tomko

If a professional says...	A parent hears...	Suggestions
In my professional opinion...	This is what I'm telling you to do, and I have the power say so. I'm the professional, you are not. My opinion is better than yours. (Parents already know that you are the professional, and that what you have to say is your opinion.)	Ask the parents how they feel about something first, then state how you "feel". Describe your thoughts, what it looks like and then ask the parents again what they think. Remember that parents are the best experts on their own children.
You need to trust us...	We are trying to get you to do what we want, please don't question us. (Parents don't need to trust you, and certainly not just because you say so. You need to earn their trust)	Ask the parents what would make them feel comfortable with your actions. Offer other resources for information and support.
What you need to understand Mrs....	Its my way because I say so, and my viewpoint is the only one that counts. (This may be the most condescending statement of all)	Don't assume that everyone must see things your way. You are one tiny fragment of a child's life, the parents are in it for the long run. They are responsible for doing what is best for their child. Provide tools and accurate information for parents to make educated choices.
We love your child...	Now that we say that we have this great love for your child, you should let us make the decisions for him. (You don't love a child unless your willing stay up all night holding his head up if he is vomiting and donate a kidney if needed without a second thought.)	No one should like, dislike or love a child because they happen to have a disability. You can enjoy things about him, appreciate and respect him, and even care for him, but as long as you are being paid to be with him, there is no love that compares to that of the parents.
This is only a draft, we can change things as we go....	We met without you and decided what your child's goals should be. Because the law says so, we have to give you a chance to make changes, and say that you're a member of the team. We don't want to spend a lot of time on this.	If there is to be a rough draft have team members meet with the parents ahead of time to collaborate goals, and give parents a copy of it before the meeting. Never bring a fully typed report that the parents were not a part of creating to a meeting.

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Resource Guide: Selected Early Childhood/Early Intervention Training Materials



Your source for teaching, training and staff development materials that are high-quality, readily available and relatively inexpensive.

These resources may assist educators, trainers, supervisors, and other decision makers in designing quality preservice and inservice programs.

Search to locate specific materials by title, author, publisher or keyword, or select a topic at right.

The newly revised *Resource Guide* outlines almost 600 resources, including curricula, videotapes, programmed texts and discussion guides. Resources are grouped by instructional content (e.g., assessment, family-professional collaboration) and instructional process (e.g., family involvement). Each entry includes a product description and ordering information.

To order copies of the *Resource Guide*, contact the **FPG Publications Office (919/966-4221)**. To download the *Resource Guide* as a pdf file, go to <http://www.fpg.unc.edu/~scpp/pdfs/rguide.pdf>

For questions or comments regarding the *Resource Guide* contact **Camille Catlett** (919/966-6635 or camille@unc.edu).



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naturalresources Listserv

Are you interested in quality materials on topics related to early childhood and early intervention? Our new listserv is one way to stay up to date with the latest *free* or low-cost booklets, CD ROMs, videos, Power Point presentations and other items.

Subscribe to the **Natural Resources** listserv and receive a weekly email announcement featuring a product that is available at little or no cost. A short description and “tips for trainers” combined with the product’s ordering information will give you the details you need to add another valuable source to your own library.

Join this listserv by sending an email to listserv@unc.edu.

Leave the subject line blank.

For the text of the message, type only the following:

subscribe natural_resources

Then send the message.

Here are two recent items we featured:

An Administrator’s Guide to Preschool Inclusion

Ruth Wolery, Sam Odom and colleagues associated with the Early Childhood Research Institute on Inclusion (ECRII) are responsible for this great resource. The guide was developed to help administrators who are responsible for setting up, monitoring, supporting and maintaining inclusive programs for preschool children with and without disabilities. It delineates barriers and roadblocks, while at the same time offering strategies, supports and illustrations. Download at <http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf>

Diversity in Children’s Lives: Children’s Books and Classroom Helps

Looking for quality children’s books that reflect children who have special needs? Or stories that depict capable, diverse characters? This 22-page bibliography lists books that feature positive images of children and adults who are culturally, linguistically and ability-diverse. Each entry includes title, author, diversity type and a brief explanation of content. Download at http://www.fpg.unc.edu/~pfi/pdfs/diversity_booklist.pdf

Past and present materials featured in the weekly **Natural Resources** listserv are listed on the Natural Allies web site at: http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm

Please note: the listserv will be a ONE –WAY mailing, which means that you will not get unwanted messages from others on the list.

The Natural Resources listserv is a service of the U.S. Department of Education-funded Natural Allies project. We welcome feedback and also encourage you to suggest “natural resources” you know about. Suggestions may be emailed to Camille Catlett at camille@unc.edu