

Children with Special Needs: An Annotated Bibliography

A selected listing of titles available on this topic from the
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NDE Early Childhood Training Center

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Books

ABCs of the ADA: Your Early Childhood Program's Guide to the Americans with Disabilities Act. Karren Ikeda Wood and Victoria Youcha. (2009). Baltimore: Brookes. This book helps educators and administrators understand and comply with the new law through clear definitions, practical strategies and useful scenarios. It includes guidelines on making program accommodations and writing policies and procedures to foster appropriate learning environments, and instructs administrators on how to work collaboratively with educators, special education systems and families.

Achieving Learning Goals through Play: Teaching Young Children with Special Needs. Anne H. Widerstrom. (2005). Baltimore: Brookes. This practical guide for early childhood educators provides strategies for incorporating developmental learning goals into play situations throughout daily routines and classroom activities. The ideas introduced can be used with typically developing children as well as with children with various disabilities, but the book is geared to supporting 2- to 5-year old children with special needs.

An Activity-Based Approach to Early Intervention. Diane Bricker, Kristie Pretti-Frontczak, and Natalya McComas. (1998). Baltimore: Brookes. Activity-based intervention (ABI) shows how to use natural and relevant events to teach infants and young children, of all abilities, effectively and efficiently. The two-section format details how and why the activity-based approach can benefit children from birth to 5 years and presents a model in early intervention that is consistent with current education reforms.

An Administrator's Guide to Preschool Inclusion. Ruth Ashworth Wolery. (2000). Chapel Hill, NC: Early Childhood Research institute on Inclusion. For many administrators and educators, working in early childhood programs, inclusion is filled with complex and puzzling issues. Administrators hold a powerful role in creating and maintaining inclusive classrooms for young children and exert key influences over whether or not inclusive classrooms exist, and how successful the programs are for children, teachers, and families.

American Academy of Pediatrics Guide to Toilet Training. Mark L. Wolraich. (2003). New York: Bantam. This comprehensive guide answers parents' most frequently asked questions and concerns, including when to toilet train, how to choose and install a potty, positive ways to handle the inevitable accidents, what to do when your child resists, practical advice for common problems such as constipation, toilet training children with special needs, special tips for boys, girls, even twins, coping with bedwetting and soiling, and more.

Autism in the Early Years: A Practical Guide. Val Cumine, Julia Leach, and Gill Stevenson. (2000). London: David Fulton Publishers. The authors provide extensive material that will be accessible and relevant to parents following an early diagnosis of autism in their child. This book provides support and advice to parents, teachers, and professionals who are working together in an unfamiliar area.

Beyond the Autism Diagnosis: A Professional's Guide to Helping Families. Marion O'Brien and Julie A. Daggett. (2006). Baltimore, MD: Brookes. This guide gives readers a deep understanding of parents' needs and feelings, directly from over 60 families with firsthand experience.

Blended Practices for Teaching Young Children in Inclusive Settings. Jennifer Grisham-Brown. (2005). Baltimore: Brookes. Bridging the gap between special and general education, this resource integrates knowledge about effective practices for teaching young children with and without disabilities into one comprehensive approach.

Building Blocks for Teaching Preschoolers with Special Needs. Susan Sandall. (2002). Baltimore: Brookes. In an inclusive early childhood classroom, the everyday challenges teachers face can seem overwhelming, especially if they have little experience working with children who have disabilities. This guidebook offers strategies for teaching children with special needs, tailoring activities to individual needs, and working on a child's IEP goals.

Cara's Kit: Creating Adaptations for Routines and Activities. Council for Exceptional Children, Division for Early Childhood. (2007). Missoula, MT: Author. *Cara's Kit* promotes children's participation in their early childhood program. This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3-6 can successfully participate in classroom curriculum. A CD-ROM of resources is included.

Caring for Our Children: National Health and Safety Performance Standards—Guidelines for Early Care and Education Programs (3rd Ed.). (2011). Topics include staffing, program activities for healthy development; health promotion and protection; nutrition and food service facilities, supplies, equipment, and environmental health; transportation, play areas, and playgrounds; infectious diseases, children with special needs; licensing, and community action.

Challenging Kids, Challenged Teachers: Teaching Students with Tourette's Bipolar Disorder, Executive Dysfunction, OCD, ADHD, and More. Sheryl K. Pruitt. (2010). Bethesda, MD: Woodbine House. *Challenging Kids, Challenged Teachers* is a source for creating a supportive environment to successfully teach children with multiple neurological disorders. Parents, school psychologists, and social workers will also find this book essential reading.

Children with Disabilities: A Medical Primer (5th Ed.). Mark Batshaw. (2002). Baltimore: Brookes. In this fifth edition, every chapter has been peer reviewed and extensively updated, coverage of educational issues and interventions across chapters has been expanded, and new chapters devoted to special education, early intervention, sports, exercise, and recreation have been added.

Children with Special Needs: Lessons for Early Childhood Professionals. Marjorie Kostelnik. (2002). New York: Teachers College Press. Bridging the gap between child development and strategies for inclusion, this powerful volume will help early childhood practitioners and pre-service teachers feel better equipped to meet the needs of all the children in their early childhood setting. Each chapter introduces you to a child (ages birth to 8 years) with one or more special needs.

Children with Spina Bifida: A Parent's Guide, (2nd Ed.). Marlene Lutkenhof. (2008). Bethesda, MD: Woodbine House. This second edition covers the following topics: causes of spina bifida, prenatal diagnosis, neurosurgery, urological and bowel management, orthopedic concerns, physical therapy, common medical problems, development, day-to-day parenting issues, education and accommodations, a child's emotional health, legal rights and hurdles, and perspectives from adolescents and adults with spina bifida.

New to this edition is the updated information on research and medical advancements on spina bifida, including prenatal testing and surgery; new treatments and medications; the link between low folic acid levels and spina bifida; new rating systems for assessing mobility; an overview of orthotics and wheelchair options; changes to federal education law (IDEA); and much more. It also features a resource guide, glossary of terms, and dozens of delightful photographs of children with spina bifida.

Children with Tourette Syndrome: A Parent's Guide (2nd Ed.). Tracy Lynne Marsh. (Ed.). (2007). Bethesda, MD: Woodbine House. This second edition, written by leading experts in the field and experienced parents, includes new information about the effects of Tourette syndrome at different stages of development from childhood to adulthood. It includes information on coexisting conditions such as obsessive-compulsive disorder, Asperger syndrome, and learning disabilities.

Children with Visual Impairments: A Parent's Guide (2nd Ed.). M. Cay Holbrook. (2006). Bethesda, MD: Woodbine House. The revised edition of *Children with Visual Impairments* is an essential resource for parents of children who are blind, legally blind, or have low vision. Written by an expert team of professionals and parents, it is filled with jargon-free, compassionate information and advice on raising children with visual impairments from birth to age seven. Chapters cover: what is visual impairment; medical issues, treatments, and professionals; adjusting to your child's visual impairment; your child's development; daily and family life; self esteem; early intervention and special education; legal issues; literacy; orientation and mobility; children with multiple visual disabilities; and the years ahead.

Creating Inclusive Classrooms. Ellen R. Daniels and Kay Stafford. (2002). Washington, DC: Children's Resources International, Inc. In *Creating Inclusive Classrooms*, the reader follows the progress of three young children with disabilities throughout the course of the school year, beginning with the first meeting between the families and the teachers. The case studies illustrate the roles of the teacher and the educational team, the educational plans, and classroom adaptations.

Cystic Fibrosis: Everything You Need to Know. Wayne Kepron. (2003). Buffalo, NY: Firefly Books. In *Cystic Fibrosis*, the author explains this complex disease and the range of therapies available. Using case histories, he describes ways of coping with the disorder.

DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education. Susan Sandall, Mary Louise Hemmeter, and Barbara J. Smith. (2005). Longmont, CO: Sopris West. *DEC Recommended Practices* guides the development and implementation of an effective early intervention/early childhood special education program by fully integrating research evidence with the everyday truths faced by people who live and work with children with disabilities. By identifying the methods and systems that best work for special education

students, *DEC Recommended Practices* synthesizes scientific and practical information to create a useful program model for any school tasked with serving this population.

Delivered from Distraction: Getting the Most out of Life with Attention Deficit Disorder. John R. Ratey. (2005). New York: Ballantine Books. *Delivered from Distraction* is the result of 10 years of research and provides completely updated information about how to live a productive and happy life with ADD. Recognizing that the impact that ADD has on those with ADD, their families and spouses, the authors spell out a specific five-step plan for targeting strengths, promoting talents, and creating a pathway to a joyful and productive life.

Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism. Kathleen Ann Quinn. (2000). Baltimore: Brookes. This comprehensive intervention guide and accompanying activities are easily adapted to develop a curriculum for both children who are verbal and those who use augmentative and alternative communication, and it can be implemented at home or in the classroom. This practical, user-friendly resource gives you the methods you need to build social and communication skills in children with autism.

Driving Change in Special Education. James. J. Gallagher. (2006). Baltimore, MD: Brookes. Case studies woven throughout the book reveal how specific legal issues and service delivery models impact the lives of five children with special needs and a child in a gifted education program. Looking ahead, Gallagher also shows the next generation of professionals three possible futures for special education and encourages administrators and policy makers to use these visions in shaping goals and working toward them.

The Early Childhood Coaching Handbook. Dathan Rush and M'Lisa Shelden. (2011). Baltimore, MD: Brookes. This follow-up to the 2004 book, *Coaching Families and Colleagues in Early Childhood*, introduces the foundation and process for the coaching model—a practice used to support families of children with disabilities as well as practitioners in early childhood programs.

Early Communication Skills for Children with Down Syndrome. Libby Kumin. (2003). Bethesda, MD: Woodbine House. Children with Down syndrome have a wide range of speech and language abilities, and most need the help of a speech-language pathologist, beginning at birth. to maximize communication development. *Early Communication Skills for Children with Down Syndrome* explains the role of a speech-language pathologist, the stages of communication development, and how certain characteristics of Down syndrome, such as low muscle tone, hearing loss, and cognitive delays, can slow progression of those skills.

The Early Intervention Dictionary: A Multidisciplinary Guide to Terminology (3rd Ed.). Jeanine G. Coleman. (2006) Bethesda, MD: Woodbine House. *The Early Intervention Dictionary* defines more than 4,000 medical, therapeutic, and educational terms commonly used by the many different professionals involved in the early intervention field. It is also useful to anyone looking for clear definitions of words related to the care and development of young children in general. This edition includes more than 400 new entries, and hundreds of existing terms have been updated, reflecting changes in the field, and new research, educational approaches, and treatments.

The Early Intervention Guidebook for Families and Professionals: Partnering for Success. Bonnie Keilty. (2009). New York: Teachers College Press. This guide is for both professionals and families of infants and toddlers with, or at risk for, developmental delays or disabilities. *The Early Intervention Guidebook* shows what early intervention looks like when it is based on current research, policies, and best practices. It focuses on how families and professionals can collaborate effectively so that young children learn, grow, and thrive. Chapters address important concepts of early intervention, including child learning and development, family functioning and priorities, early intervention as a support not a substitute, and thinking about what's next after early intervention. Specific components of early intervention evaluation and assessment, program planning, intervention implementation, service coordination, and transition are discussed in every chapter.

Engaging Autism. Stanley I. Greenspan and Serena Wiedner. (2006). Cambridge, MA: Da Capo Press. A number of innovative, exciting features distinguish Greenspan's approach to autism. First, his program has demonstrated that children with signs of autism or autistic spectrum disorders do not have a fixed, limited potential, but in many cases can join their peers and lead full, healthy lives, emotionally and intellectually. Secondly, his approach can be applied at a very early stage, when signs of autism first appear; thus, the hope of preventing the full onset of autism becomes a real possibility. Third, the approach empowers the entire family to promote their child's development throughout each day. Also, the DIR Floortime Approach guides the efforts of speech pathologists, occupational therapists, and educators to work with the family and builds on the latest research on the development of the mind and brain.

Everybody's Different: Understanding and Changing Our Reactions to Disabilities. Nancy B. Miller and Catherine C. Sammons. (1999). Baltimore: Brookes. Sensitive and practical, this book openly discusses mental and emotional obstacles to effective communication between people with and without disabilities and examines ways to become more at ease with the concept of disability. Featuring activities and exercises that encourage self-examination, this guide helps people to create more enriching personal relationships and to work toward a fully inclusive society.

Fine Motor Skills for Children with Down Syndrome (2nd Ed.). Maryanne Bruni. (2006). Bethesda, MD: Woodbine House. This book explains the best practices and procedures for helping children master daily living skills for home, school, and an independent future. The author presents a thorough overview of the building blocks of fine motor development and how the characteristics of Down syndrome can affect the acquisition and progression of fine motor skills.

The Gift of ADHD: How to Transform your Child's Problems into Strengths. Lara Honos-Webb. (2005). Oakland, CA: New Harbinger Publications, Inc. More than just another plan for dealing with attention-deficit/hyperactivity disorder, or ADHD, this book shifts the reader's focus from what is wrong to what can be right: the creativity, intrapersonal intuition, and emotional expressiveness of children with ADHD.

High Expectations: Playgrounds for Children of All Abilities. J. Schappet, A. Malkusak, and L.D. Bruya. (2003). Bloomfield, CT: National Center for Boundless Playgrounds. *High Expectations* focuses on

play environments for the youngest players, children of all abilities across all the stages of their development who are preschoolers. It discusses underlying assumptions, the play behavior framework, the predictable play behaviors of children, pattern supports, keeping the play experience fresh, barrier-free play environments, tackling the site details, sample designs, and toward safe inclusive play. Includes a glossary, a reading list, and a CD of supporting text.

I Belong: Active Learning for Children with Special Needs. Jan Levanger Dowling and Terri C. Mitchell. (2007). Ypsilanti, MI: HighScope Educational Research Foundation. This book looks at the core principles of HighScope's participatory learning approach in which young children actively construct their knowledge of the world through their interactions with people, events, materials, and ideas. *I Belong* includes practical strategies and real-life examples of the authors' applications and adaptations of the HighScope curriculum in a variety of preschool settings serving children with special needs.

The Inclusive Learning Center Book. Christy Isbell and Rebecca Isbell. (2005). Beltsville, MD: Gryphon House. *The Inclusive Learning Center Book* is designed for teachers and directors who work with young children, including those with special needs. This resource helps teachers set up fun and challenging learning centers that include adaptations for children with a variety of special needs. Each center includes learning objectives, letters to parents, layout, vocabulary, props, activities, and literacy connections. Assessment and evaluation tools round out this book.

Inclusive Lesson Plans throughout the Year. Laverne Warner, Sharon Lynch, and Cynthia Simpson. (2007). Beltsville, MD: Gryphon House. *Inclusive Lesson Plans throughout the Year* has over 150 lesson plans for teachers who have children with special needs in their early childhood classrooms. Perfect for both beginning teachers and veteran teachers, *Inclusive Lesson Plans throughout the Year* helps new teachers develop plans for each day and provides veteran teachers with new ideas and approaches to add spark to their classroom teaching.

An Introduction to Dyslexia for Parents and Professionals. Alan M. Hurtquist. (2006). Philadelphia, PA: Jessica Kingsley Publishers. This practical guide provides basic need-to-know information for parents and professionals and answers frequently asked questions about dyslexia. Using illustrative case studies, the author addresses many of the issues surrounding dyslexia, including possible causes and subtypes, means of testing, remediation, and the controversial matter of "staying back" to repeat a school year. He identifies possible methods of classroom accommodation for dyslexic students in a range of subject areas.

Kids with Celiac Disease: A Family Guide to Raising Happy, Healthy, Gluten-Free Children. Danna Korn. (2001). Beltsville, MD: Woodbine House. This book serves as a guide for the families of children with celiac disease, a chronic, life-long digestive disorder, characterized by an intolerance of gluten. In this book, parents will find advice on how to deal with the diagnosis, cope with the emotional turmoil, and help their child develop a positive and constructive attitude. There is guidance on menu planning, grocery shopping, strategies for proper food preparation, and deciding whether the entire family should be gluten-free.

The Learning Tree: Overcoming Learning Disabilities from the Ground Up. Stanley Greenspan and Nancy Thorndike Greenspan. (2010). Philadelphia: Da Capo Press. *The Learning Tree* illustrates how children learn, what can go wrong, and how parents and teachers can help children fall in love with learning again.

LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices (2nd Ed.). Stephen J. Bagnato, John T. Neisworth, and Kristie Pretti-Frontczak. (2010). Baltimore: Brookes. How can early childhood professionals make informed decisions while selecting assessment materials that meet recommended practices? This book provides professional ratings and reviews of 80 authentic, widely used assessment tools for children birth to eight years.

Meaningful Exchanges for People with Autism: An Introduction to Augmentative and Alternate Communication. Joanne M. Cafiero. (2005). Bethesda, MD: Woodbine House. *Meaningful Exchanges* is a primer for parents and teachers about using augmentative and alternative communication—pictures, words, symbols, gestures, devices—with children and adults with autism who have difficulty communicating effectively using spoken language.

More Than a Mom: Living a Full and Balanced Life When Your Child Has Special Needs. Amy Baskin and Heather Fawcett. (2006). Bethesda, MD: Woodbine House. *More Than a Mom* addresses the universal concerns and questions of all mothers, coupled with the added intensity of raising children with disabilities. This how-to guide looks at the challenges mothers face at home, at work, and within themselves, with special attention paid to staying physically and emotionally healthy, keeping friendships, parenting your other children, staying organized, maintaining your marriage, nurturing interests and goals, seeking flexible work options, changing careers or starting a business, rejoining the workforce, finding specialized child care, and advocating for your child.

The New Language of Toys: Teaching Communication Skills to Children with Special Needs—A Guide for Parents and Teachers (2nd Ed.). Susan Schwartz. (2004). Bethesda, MD: Woodbine House. Many young children with special needs experience language delays and need additional help to build language skills. This edition presents 65 new toys and accompanying toy dialogs to use with children with a wide range of special needs from birth through age six. These sample toy dialogs show parents how to play purposefully with their child, using store-bought and homemade toys, to provide language learning opportunities and stimulate language development.

One of Us: Access and Equity for All Young Children. Jeanette McCollum. (2002). Springfield, IL: Illinois State Board of Education. This book was written to help communities establish a vision for inclusive early childhood practice and provide an impetus and ideas for how to proceed.

Partners in Play: Assessing Infants and Toddlers in Natural Settings. Gail Eshner. (2007). Florence, KY: Delmar Early Learning. *Partners in Play* is a resource for students taking courses in assessment and early childhood special education. The resource includes specific instructions for observing, administrating, scoring, and interpreting results of the PIP assessment.

Preschool Inclusion. Claire Cavallaro. (1999). Baltimore: Brookes. This accessible resource provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. Pre-service and in-service educators, Head Start personnel, and child care providers can use the forms and case study chapters to promote inclusion in children's earliest social and educational experiences.

Quicknotes: Partners for Inclusion (2nd Ed.). Patricia W. Wesley, Brenda C. Dennis, and Sabrina T. Tyndall. (2007). Chapel Hill, NC: Frank Porter Graham Child Development Center. *QuickNotes* is a resource notebook of information sheets covering a broad range of topics related to high quality care of young children in a variety of settings including public and private child care centers and homes, preschool programs, and developmental day programs. The content is organized in 10 modules and applies to a wide audience of early care and education teachers, teaching assistants, administrators, specialists such as therapists and early interventionists, and families. The modules present current information and strategies based on the best available research and professional wisdom from the early childhood field.

Routines-Based Early Intervention: Supporting Young Children and their Families. Robin McWilliam. (2010). Baltimore: Brookes. A proven model for family-centered intervention in natural environments, routines-based intervention is the approach thousands of professionals trust to improve the lives of young children and families. Conduct assessment that is truly family-centered. Develop clear, specific, measurable goals that directly address the families' priorities and help children develop skills relevant to everyday life. Implement the primary-service-provider model, so families receive strong, consistent support from one provider. Empower families to continue intervention between visits.

Right from the Start: Behavioral Intervention for Young Children with Autism (2nd Ed.) Sandra L. Harris. (2007). Bethesda, MD: Woodbine House. Parents of young children ages 18 months to 5 years, recently diagnosed with autism, face the critical decision of which educational treatment program to choose for their child. *Right from the Start* can help guide parents through this complex decision-making process. This second edition covers programs that use Early Intensive Behavioral Intervention, a treatment based on Applied Behavior Analysis (ABA).

Sleep Better! A Guide to Improving Sleep for Children with Special Needs. Mark V. Durand. (1998). Baltimore: Brookes. *Sleep Better* offers professionals and parents step-by-step "how to" instructions for addressing a variety of problems and implementing widely tested, largely drug-free techniques that have already helped hundreds of children with special needs.

SpecialQuest: Building Relationships with Families. Linda Brecken, Cheryl Ducey, and Joanne Knapp-Philo. (2007). Rohnert Park, CA: California Institute on Human Services, Sonoma State University. The SpecialQuest multimedia training library was developed to support infants and toddlers with disabilities and their families in inclusive settings. This component, *Building Relationships with Families*, includes these CDs: CD-ROM of Scripts and Handouts, Creating Bright Futures, Family Voices, and Aracelly and Elizabeth. Chapter headings are Creating Bright Futures, Listening to

Families, When Concerns Arise, Getting Services Started, Developing Collaboration, Opening Doors, Developing Leadership, the IFSP Process, and Planning to Serve.

SpecialQuest: Collaboration and Teaming. Linda Brecken, Cheryl Ducey, and Joanne Knapp-Philo. (2007). Rohnert Park, CA: California Institute on Human Services, Sonoma State University. The SpecialQuest multimedia training library was developed to support infants and toddlers with disabilities and their families in inclusive settings. This component, Collaboration and Teaming, includes the CDs: CD-ROM of Scripts and Handouts, Creating Bright Futures, In Concert, Together We're Better, and Teaming to Make a Difference. Chapter headings are Creating Bright Futures, Steps to Collaboration, Building Relationships, Building Effective Teams, Elements of Teams, and Enhancing Teams.

SpecialQuest: Including Infants and Toddlers with Disabilities. Linda Brecken, Cheryl Ducey, and Joanne Knapp-Philo. (2007). Rohnert Park, CA: California Institute on Human Services, Sonoma State University. The SpecialQuest multimedia training library was developed to support infants and toddlers with disabilities and their families in inclusive settings. This component, Including Infants and Toddlers with Disabilities, includes the CDs: Creating Bright Futures, CD-ROM of scripts and handouts, Ted Polito, Jr.: An American Man, Marvin and Jack, Embrace Possibilities, I Wanna Be and More, Getting Started, Christopher's Story, Just Do It, and Transition at Age 3. Chapters include Creating Bright Futures, Developing Your Vision, Adults with Disabilities, Enhancing Staff's Comfort, Making It Happen, An Inclusion Story, Getting Started, Just Do It, and Transition at Age Three.

Steps to Independence: Teaching Everyday Skills to Children with Special Needs. Bruce L. Baker and Alan J. Brightman. (2004). Baltimore, MD: Brookes. Showing children how to do things for themselves is a nice idea, but it is so much easier to do it for them. This book shows parents how to teach their children well, with step-by-step instructions on how to help kids learn to do everything from shoe-tying to home repair.

Teaching Infants, Toddlers, and Twos with Special Needs. Clarissa Willis. (2009). Beltsville, MD: Gryphon House. This book specifically addresses the needs of children with developmental delays, as well as children at risk for developing special needs. Each chapter includes information about how young children learn. The strategies and adaptations in each chapter are easy to use and apply to all children. Examples are presented for managing the physical environment and for teaching skills that will enhance the overall development of infants, toddlers, and twos with special needs.

Teaching Math to People with Down Syndrome and Other Hands-On Learners, Book 1: Basic Survival Skills. DeAnna Horstmeier. (2004). Bethesda, MD: Woodbine House. Teach learners with Down syndrome the math skills that will lead to independent living. This effective, hands-on program helps preschoolers to adults master basic skills such as calculator use, measurements, time, counting, computation, and more.

Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders: A Guide for Parents and Professionals. Sieglinde Martin. (2006). Bethesda, MD: Woodbine House. *Teaching*

Motor Skills is the resource that parents, therapists, and other caregivers can consult to help children with gross motor delays learn and practice motor skills outside of therapy sessions. Exercises in this book address head control, protective reactions, proper positioning, independent sitting with and without arm support, transitional movements, daily stretching, improving muscle strength and coordination, balance training, and gait training.

Teaching Young Children with Autism Spectrum Disorder. Clarissa Willis. (2006). Beltsville, MD: Gryphon House. *Teaching Young Children with Autism Spectrum Disorder* is a straightforward, easy-to-understand guide to working with children who have autism. It explains the major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world. Each chapter offers specific strategies for teachers to use, including setting up a proactive preschool environment, helping children learn life skills, managing behavior, helping children with autism communicate, encouraging children with autism to play, helping them to get along with others, and working with families. *Teaching Young Children with Autism Spectrum Disorder* helps teachers connect with all children in meaningful ways, allowing children with autism to learn and grow.

Themes for Inclusive Classrooms: Lesson Plans for Every Learner. Laverne Warner, Sharon Anne Lynch, Diane Kay Nabors, and Cynthia G. Simpson. (2008). Beltsville, MD: Gryphon House. This is the perfect book for teachers who have typically-developing young children ages 3-6, as well as children with special needs in their classrooms. Each lesson plan features objectives, a materials list, a circle or group time activity, assessment strategies, accommodations/modifications, and curriculum connections. The curriculum connections expand the children's learning into many areas, such as social studies, art, literacy, science, and music. The modifications and accommodations make the lesson plans accessible for all children.

There's Room for Everyone: Accommodations, Supports, and Transitions—Infancy to Postsecondary. Isabel Killoran and Mark Brown. (Eds.). (2006). Olney, MD: Association for Child Education International. The authors start with the assumption that all children would be educated in their neighborhood community and in a general education classroom. They would have access to special educators who would collaborate with the general educator to include as much intervention as possible in that setting. The editors present the chapters based on the belief that inclusion is the norm.

Transdisciplinary Teaming in Early Intervention/Early Childhood Special Education. Jennifer L. Kilgo. (Ed.). (2006). Olney, MD: Association for Childhood Education International. This book begins with a description of a transdisciplinary service delivery model in early intervention/education. What follows is a discussion of how to establish successful teams given the myriad of challenges often faced by teams as they provide services for young children with disabilities and their families.

Widening the Circle. Samuel L. Odom. (2002). New York: Teachers College Press. In this book, early childhood educators and researchers explore the barriers to and influences on inclusive education settings for young children. The chapters cover such topics as individualized instruction, social relationships of children with disabilities, collaborative relationships among adults, family perceptions of inclusion, social policy, and more.

A World of Difference. Carol Copple. (Ed.). (2003). Washington, DC: National Association for the Education of Young Children. This collection of 45 readings reflects the strong, continuing current of thoughtful work on teaching young children in a diverse society. Together the readings offer a survey of the present knowledge base as well as provide thoughtful discussion on a wide range of issues—culture, language, religion, inclusion, socioeconomic status, and more—with emphasis on building respect and understanding.

You Will Dream New Dreams. Stanley D. Klein. (2001). New York: Kensington Books. In this compassionate collection of writings, you will discover the common ground of emotions shared by parents of children with disabilities. These messages of encouragement and hope, from parent to parent, offer a helping hand when it is most needed—during tough days or anytime true understanding can make all the difference.

The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education. Barbara Bodner-Johnson and Marilyn Sass-Lehrer. (2005). Baltimore, MD: Brookes. With recent advances in technology and a stronger emphasis on infant screening, deaf and hard of hearing children are being identified at an increasingly early age, expanding the need for knowledge about early intervention and education for these young children and their families. This scholarly text will help early interventionists, education professionals, speech-language pathologists, and students to navigate complex issues. Expert contributors equip readers with the solid research, key concepts, and current developments they will need to know about as they establish partnerships with families and their deaf and hard of hearing children.

You're Going to Love This Kid: Teaching Students with Autism in the Inclusive Classroom. Paula Kluth. (2005). Baltimore, MD: Brookes. *You're Going to Love This Kid* is a practical guide to understanding students with autism and including them fully in the classroom. The author combines relevant research with lessons learned from her own teaching experience to give teachers in primary and secondary schools specific ideas for planning challenging and multidimensional lessons; enhancing literacy; supporting student behavior; connecting, communicating, and collaborating with families; fostering friendships between students with and without autism; adapting the physical environment; and understanding the attitudes, values, and actions that support inclusive schooling.

Children's Books

Best Worst Brother. Stephanie Stuve-Bodeen. (2005). Bethesda, MD: Woodbine House. Emma tries to enjoy three-year-old Isaac, but his behavior is maddening! This sequel to *We'll Paint the Octopus Red* is an endearing look at a sibling relationship between a typically developing sister and her brother with Down syndrome.

I Can, Can You? Marjorie Pitzer. (2004). Beltsville, MD: Woodbine House. Babies and toddlers with Down syndrome, like all young children, want to discover their world and take on new experiences. *I Can, Can You* is a delightful board book full of babies and toddlers with Down syndrome going about the business of their lives. Presented in crisp, uncluttered, full-color photographs, these children swim, eat spaghetti, laugh, play ball, and more.

Jean Driscoll: Dream Big, Work Hard. Michael Sandler. (2007). New York: Bearport Publishing. Jean Driscoll, a top wheelchair racer, knew she needed to take the lead in order to win the race. With a victory, she'd become the only athlete ever to win eight Boston Marathons. Three times before, she had tried; three times before, she had failed. Winning wasn't going to be easy, but Jean knew about working hard. She was born with spina bifida. Since childhood, everything was harder for Jean, especially walking. Now, as she reached the toughest part of the race, every muscle in Jean's body screamed for her to stop. Her mind, however, fought against her body. Work harder!

We'll Paint the Octopus Red. Stephanie Stuve-Bodeen. (1998). Bethesda, MD: Woodbine House. As six-year-old Emma anticipates the birth of her new baby brother or sister, she vividly imagines all of the things they can do together. When the baby is born, her father tells her he's a boy, named Isaac, and he has Down syndrome.

What's Wrong with Timmy? Maria Shriver. (2004). Boston: Warner Books. All children ask questions that are difficult to answer. What, then, is the best response when a child points out that a disabled child or adult looks and acts "different"? How can a parent talk about differences while emphasizing the things all people have in common? In this book, Maria Shriver uses her storytelling art to provide some answers.

DVDs

Accessible IEPs for All. When professionals and parents meet to discuss a child's goals, both sides will find that comfort, confidence, and equality are crucial to a successful planning partnership. This DVD, filmed at the renowned CHIME School, gives viewers an inside look at an actual IEP meeting for Alejandro, a young boy with multiple disabilities. General and special educators demonstrate their commitment to working together to focus on the best interest of a child they clearly know and care for. Professionals will discover the value of tapping into parents' expertise on their child's needs and abilities, as well as including the child in planning when appropriate. They will also learn how to foster a meeting environment that is less anxious and more productive for everyone involved. Produced and distributed by Brookes, Baltimore, MD. 45 minutes, 2007.

Cerebral Palsy: What Teachers Need to Know. Children with cerebral palsy have unique and distinct wants and needs in the child care and educational environment. This program features Susie Rodde, who has cerebral palsy. Susie shares her world and explains what teachers can do to assist children with this disability. Susie has a disability, but she also leads a productive life. She is the sensitivity trainer for a large transportation company, specializing in the transportation of children with disabilities. Her story is inspiring, but also educational for anyone working or educating children with cerebral palsy. Produced by World Education Resources and distributed by Films for the Humanities and Sciences, Hamilton, NJ. 19 minutes, 2004.

Dillon is Different: Fragile X Syndrome. To talk to 10-year-old Dillon Kelly, it is not readily apparent that he has an intellectual disability, but that does not stop his 4th-grade classmates, who discern that he is unlike them without understanding why. In this program, ABC News anchor Ted Koppel compassionately presents Dillon's story as an opportunity to understand the genetic disorder called Fragile X Syndrome. Through anecdotes, Dillon's family members describe aspects of his behavior, the ostracism he faces, and the time when, in a bold and unusual step, they went to his school to explain to his peers why he is different. Produced and distributed by Films for the Humanities and Sciences, Hamilton, NJ. 23 minutes. 2004.

Discovery: Pathways to Better Speech for Children with Down Syndrome. This DVD offers practical advice, examples, and expertise for parents and professionals to help children with Down syndrome, from infancy to age seven, become the best talkers they can be. It covers the *what*, *when*, and *how* of speech development, including communication milestones, hearing issues, encouragement of speech, making speech understandable when talking begins, building vocabulary and grammar, and connections between reading and speech. Produced and distributed by Woodbine House, Bethesda, MD. 81 minutes, 2006.

Down Syndrome: The First 18 Months. Thirteen leading medical and developmental experts on Down syndrome, experienced parents, and infants and toddlers with Down syndrome are brought together in this heartwarming DVD to inform, inspire, guide, and support. Produced and distributed by Woodbine House. Bethesda, MD. 108 minutes, 2004.

Emma's Gifts. *Emma's Gifts* is a film about differences—how they matter and how they don't. Emma was born with Down syndrome, which makes her different from her twin sister, Abigale. In telling Emma's story through the eyes of her parents, the film challenges our perception of difference. As we experience this family's journey through the preschool years, we see the power of advocating for a child's rights and the importance of early intervention. As we experience the strategies used to mainstream Emma in the school environment and witness the grueling process of the Individual Education Plan meeting, we see that anything is possible, that everyone benefits from including children with special needs in their community and educational environments. Produced and distributed by Emma's Gifts Productions. Long version, 48 minutes; short version, 8 minutes. 2005.

Fetal Alcohol Exposure: Changing the Future. How are fetal alcohol spectrum disorders diagnosed? What are the primary and secondary disabilities associated with FASD? And-most importantly, what is the human cost? This program addresses these questions through the firsthand experiences of Ann Streissguth, director of the University of Washington's Fetal Alcohol and Drug Unit, Kathy Mitchell, vice president of NOFAS, Erica Lara, who works at a residential drug and alcohol treatment facility designed especially for women with young children, and Erica Gitis-Miles, a college student who has FASD. The in-utero effects of alcohol are considered as well, as are the facial, bodily, neurological, cognitive, and behavioral characteristics of FASD. Produced and distributed by Films Media Group of Princeton, NJ. 30 minutes, 2006.

The First IEP: Parent Perspectives. This informative DVD by Deborah Chen and Annie Cox answers common questions about individualized education programs (IEPs) and helps parents and new professionals come together to ensure children's smooth transition from early intervention to preschool. Viewers will learn from parents who have been there as they discuss their children's special needs, their IEP preparation, and how they got the results they wanted; watch parent-professional collaboration at work as a mother meets with an early interventionist; see a simulation of an IEP meeting for a boy with disabilities; and follow-up clips of the child in his new school. Produced and distributed by Brookes, Baltimore. 30 minutes, 2005.

HighScope for Children with Special Needs: A Developmental Approach illustrates how the five fundamental HighScope principles—active learning, supportive adult-child interaction, a stimulating learning environment, a consistent daily routine, and authentic assessment, enable children with special needs to be eager, successful learners in preschool classrooms where they work alongside typically developing children. In sequences from several inclusive settings, HighScope teachers model the process of incorporating key learning experiences and IEP goals within the daily routine. Produced and distributed by the HighScope Educational Research Foundation of Ypsilanti, MI. 60 minutes, 2005.

I Am Your Child: A Child with Special Needs. Finding out that your child has a disability is the beginning of a remarkable journey. Whether your child is developmentally delayed or has a significant physical disability, you want your child to be happy and safe, and to develop to her fullest potential. In this program, families of children with special needs share their stories to help others in similar circumstances understand that, while every child is unique, there are common experiences, emotions,

and challenges they are likely to encounter as they work to help their child. Produced and distributed by Parents Action for Children, Beverly Hills, CA. 30 minutes, 2005.

Including Samuel. Photojournalist Dan Habib rarely thought about inclusion before he had his son Samuel. Now he thinks about inclusion every day. Habib's film, *Including Samuel*, examines the educational and social inclusion of youth with disabilities. This film documents the Habib family's transforming journey as they work to include Samuel in all facets of their lives. *Including Samuel* also features four other families with varied inclusion experiences, and interviews with teachers, parents, and disability rights experts. Produced by Dan Habib and distributed by the University of New Hampshire Institute on Disability, Durham, NH. 58 minutes, 2008.

Inclusion, IEP, and Special Needs Law. The Individuals with Disabilities Education Improvement Act (IDEA) provides six principles that govern the education of children with special needs. It's one thing to read the law, but how do you ensure you comply with it and provide the best learning experience for your students? This examination of IDEA gives background information, insight, and strategies every inclusive classroom teacher can use. The book takes a detailed look at the importance of Individualized Education Plans (IEPs) and how to effectively work with other members of the IEP team, including parents and caregivers of special needs children. Produced and distributed by Learning Seed, Chicago. 43 minutes, 2010.

A New IDEA for Special Education: Understanding the System and the New Law – A Guide for Parents, a Tool for Educators. This program will help parents and educators to understand the recent changes to the law governing special education, the Individuals with Disabilities in Education Improvement Act (IDEA). The key areas covered in the program are the new law – IDEA 2004, the referral process into special education, the evaluation process of a child, creating an IEP, placement and related services, preparing for transitions, discipline, mediation, and standardized testing. Produced and distributed by Edvantage, Fair Haven, NJ. 87 minutes, 2005.

Passport to Friendship. This inspiring DVD presents a systematic approach to helping young children with autism learn to play with other children. Produced and distributed by Woodbine House, Bethesda, MD. 37 minutes, 2006.

Song of Our Children. How do schools successfully include children with disabilities in classrooms with non-disabled peers? In *Song of Our Children*, we meet teachers, parents, and students whose daily routines exemplify what "educational inclusion" means and what it takes to make it work. This moving portrayal of four memorable children, preschool through high school -reveals the challenges, strategies, and benefits of inclusion for all. Produced and distributed by Landlocked Films, Boulder, CO. 58 minutes, 2005.

TrainerVision: Inclusion, Volume 1: Focus on Toddlers and Pre-K. Eight video clips, ranging between about three and five minutes in length, feature children with a range of special needs interacting with typically-developing peers. The clips show adults helping each child build skills and become more independent. Produced by Educational Productions and distributed by Teaching Strategies and Redleaf Press. 35 minutes, 2004.

CD-ROM

Exchange Articles on CD #3: Children with Differing Abilities. Articles on this CD:

- Welcoming All Abilities - What Will Happen? by Bev Bos
- Every Body's Different: Talking about Special Schoolmates by Carol Stock Kranowitz
- Parenting a Child with Special Needs - an interview with Meg Robinson
- Linking Parents to Professionals: The Director's Role by Karen O. Strimple
- Sensitizing Teachers to the Concerns of Parents by Margie Carter
- Places for ALL Children: Building Environments for Differing Needs by Diane Trister Dodge
- To Teach Each Child: The Trials and Rewards by Rochelle Bunnett
- A Place for Marie: Guidelines for the Integration Process by Gail Solit
- Preferred Words for Referring to Disabilities
- Supporting Teachers Who Work with All Children by Margie Carter
- Opening Doors to Activities That Include ALL Children by Whit Hayslip and Lisbeth Vincent
- Creating an Environment That Supports the Developing Social Skills of All Children by Sarah A. Mulligan Gordon, Kathleen Miller Green, and Sandra L. Morris
- Answering Children's Questions about Peers with Special Needs by Victoria Youcha and Karren Ikeda Wood
- Using Technology to Help Children with Diverse Needs Participate and Learn by Kirsti Haugen
- Getting to the Heart of the Matter by Rochelle Bunnett and Nancy Leigh Davis
- Enhancing the Environment for ALL Children by Victoria Youcha and Karren Wood
- Using Your Senses to Adapt Environments - Checklist for an Accessible Environment by Kirsti Haugen
- More Than a Playground - Accessible Outdoor Learning Centers by A. Phoebe Meyer
- Interest Areas Support Individual Learning by Lisa Adams, Whit Hayslip, and Trudi Norman-Murch
- Time to Let Go - You Can't Help Every Child by Carol Stock Kranowitz

Produced and distributed by Exchange Press, Redmond, WA. 2004.

Journals

The Early Childhood Training Center subscribes to the following special education journals; issues are kept for five years.

Exceptional Children, published six times per year by the Council for Exceptional Children, contains original research on the education and development of exceptional infants, toddlers, children and youth, and articles on issues of concern to special educators.

Infants and Young Children, published quarterly by Aspen Publishers, Inc., is devoted to the clinical management of infants and young children, birth-3 years, with or at risk for developmental disabilities. The journal is interdisciplinary and designed to provide up-to-date information regarding the application of health care, educational, therapeutic, diagnostic and family support principles and concepts to practice settings. It synthesizes theory, consensus and controversy in such a way that specific actions are recommended.

Journal of Early Intervention, formerly the Journal of the Division for Early Childhood, is published quarterly and distributed to members of the Division for Early Childhood of the Council for Exceptional Children. Articles are research based and address early intervention.

Teaching Exceptional Children, published quarterly by the Council for Exceptional Children, is targeted for teachers of children with disabilities and children who are gifted. Articles deal with practical methods and materials for the classroom. While not research-oriented, this journal welcomes those data-based descriptions which specify techniques, equipment and procedures for teacher application with students with exceptionalities.

Young Exceptional Children is a peer-reviewed journal of the Division for Early Childhood of the Council for Exceptional Children, designed for teachers, early care and education personnel, administrators, therapists, family members, and others who work with or on behalf of children from birth through eight years of ages who have identified disabilities, developmental delays, are gifted/talented, or are at risk for future developmental problems. Young Exceptional Children is published quarterly.

Zero to Three, published six times per year by the National Center for Clinical Infant Programs, is intended for persons who work with infants, toddlers and their families and includes information on children with special needs